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ABSTRACT

This report summarizes accountability, productivity, and quality enhancements within the Illinois community college system, including highlights from reports prepared by the system's 49 colleges, systemwide analyses conducted by Illinois Community College Board (ICCB), and state-level accountability and productivity initiatives. Following an executive summary and brief introduction, the next major section presents college productivity reports for the following functions: instruction, academic and student support, overall academic function, administration, and public service. The next section presents college responses to a series of questions from the Illinois Board of Higher Education related to the use of benchmarks, cooperative arrangements, auxiliary enterprises, intercollegiate athletics, staffing analysis, low-enrollment programs, and cost analysis. Next, the report provides the results of seven studies conducted by the ICCB on administrative costs, student retention, minority achievement, remedial education, community college auxiliary enterprise funds, and transfer rates. The next section outlines state-level accountability and productivity initiatives including a review of state-level processes and procedures; goals for 1993-94 in the areas of accountability, articulation, teaching and learning, telecommunications, workforce preparation, and community college advocacy. Appendixes making up two-thirds of the report include detailed tables describing college productivity improvement, administrative costs, retention study results, minority achievement, transfer rate, and auxiliary enterprise funds. (KP)

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ED 375 902

# ACCOUNTABILITY and PRODUCTIVITY REPORT

## FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM

## 1994

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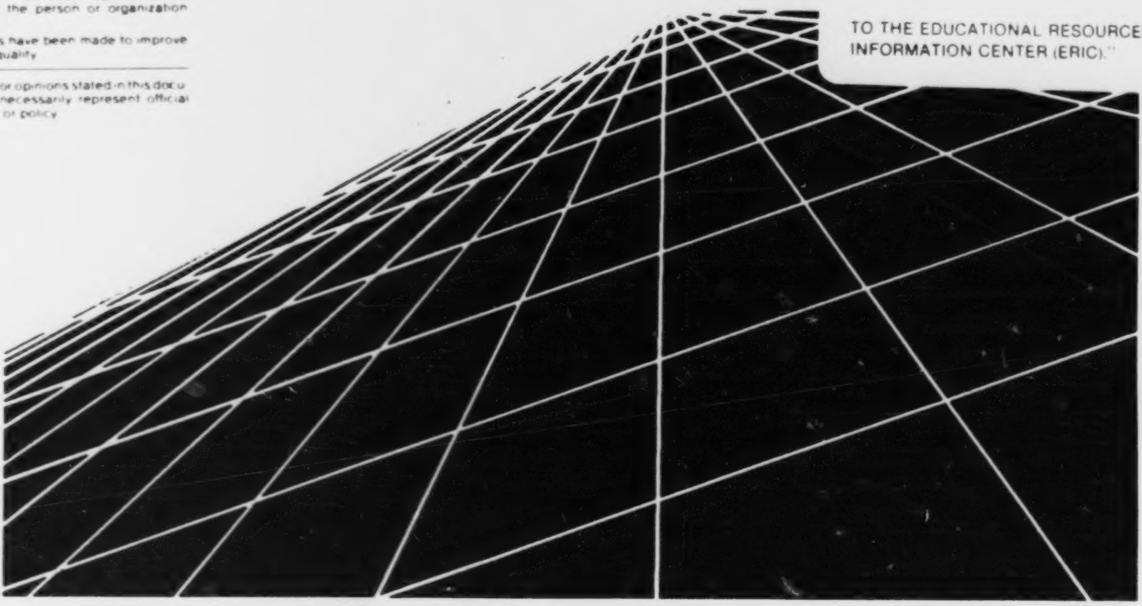

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## EXECUTIVE SUMMARY

This report summarizes the Illinois community college system responses to the Illinois Community College Board's Accountability initiative and the Illinois Board of Higher Educations's initiative on Priorities, Quality, and Productivity. Accountability, productivity, and quality enhancements from reports prepared by the 49 colleges are highlighted, systemwide analyses conducted by Illinois Community College Board staff are presented, and state-level accountability and productivity initiatives are described.

### College Productivity and Quality Enhancements

The report contains examples of individual community college productivity and quality enhancements undertaken over the past year. This year, Program Review and PQP reporting were combined resulting in required descriptions by the colleges in five broad areas: instruction, academic and student support, overall academic function, administration, and public service. Reported dollar amounts should be interpreted cautiously since the accounting of resource allocations and cost benefits are not comprehensive and may include projections. Reported figures for college initiatives represent combinations of savings, estimated cost-benefits, revenues generated, and reallocations.

### Instructional Productivity and Quality Enhancements

- The colleges reported over 475 productivity improvements and quality enhancements in the instructional area that resulted in $4.4 million in reallocations this year and an estimated $12.1 million over the next five years.

- College initiatives addressed a variety of issues, including teaching and learning; changes brought about by external influences such as technological advancements, emerging labor market needs, and shifting demographics; and alliances being formed with business, industry and other educational institutions aimed at narrowing the gaps between school and work and between levels within the educational system.

- Community college offerings evolve to meet community needs. An array of resources and processes are used to target programs for elimination and identify areas for expansion, including the low enrollment program analysis, program review, public higher education shared enrollment and graduation files, accreditation, ICCB recognition, labor market information tailored to each community college district, advisory committees, the occupational follow-up study, and the employment tracking system.

- Colleges withdrew or inactivated 164 degrees and certificates during fiscal year 1994 by approximately two-thirds of the colleges. Forty degrees and certificates were added during the same time frame by one-third of the colleges.

- Thirty-one colleges reported enhancing instructional computer hardware, software, or peripherals during fiscal year 1994. State-of-the-art computer hardware with current software is essential for positioning students to compete successfully in the workplace and at four-year colleges and universities.

- Computer simulations are valuable in an eclectic mixture of programs. Examples of program areas mentioned by the colleges include Anthropology at the College of DuPage, Allied Health at William Rainey Harper College and Rend Lake College, and Forestry at Southeastern Illinois College.

- The colleges actively pursue alliances with area businesses to strengthen instructional programs. For example, Black Hawk College, Illini Hospita,l and the local Fire Department jointly funded Emergency Medical Services instructional equipment purchases. Heartland Community College received telecommunications equipment and facilities from GTE. Moraine Valley Community College received computers from IBM and software from Autodesk to improve Mechanical Design instruction.

- The colleges are actively participating in initiatives to move toward a seamless educational system. Tech prep programs are an effort to integrate vocational/occupational programs across educational levels. Chicago's Olive-Harvey College is developing a tech prep program in Architectural Technology, which incorporates internships with area high schools and is working with the Illinois Institute of Technology, Southern Illinois University, and Purdue University on transfer guides for the program.

- Illinois is one of ten states involved in a national Evaluation of Tech Prep Education Programs sponsored by the U.S. Department of Education. Illinois Central College is participating in this in-depth study. One of the tech prep projects that Illinois Central College highlighted in its report involves the integration of physics, math, and mechanical technology to build an electronic car.

## Academic and Student Support Productivity and Quality Enhancements

- Nearly 250 specific productivity and quality improvements in support programs were identified by the colleges which resulted in annual reallocation of $1.4 million with long-term reallocations estimated at $3.7 million.

- Since community colleges welcome diverse populations, they have a responsibility to provide comprehensive student support services, including recruitment and admissions, counseling and advisement, financial aid, instructional support, student activities, child care, transfer assistance, career counseling, and job placement.

- Danville Area Community College offered on-site registration at designated area businesses to facilitate enrollments that contributed to streamlined registration functions on campus.

- John Wood Community College makes counseling appointments through the admissions office to ensure that students participate in the advisement process.

- Rend Lake College, Rock Valley College, Illinois Central College, and Illinois Valley Community College converted to electronic transmission of federal financial aid grant data to decrease processing turnaround times.

- Learning Resource Center/Library functions were enhanced at Belleville Area College, College of DuPage, William Rainey Harper College, Illinois Valley Community College, Moraine Valley Community College, Olive-Harvey College, Rend Lake College, Rock Valley College, and Southeastern Illinois College.

- Olive-Harvey College, Lake Land College, and Danville Area Community College provided computers for students in areas such as the reading/writing labs or tutoring center.

- Richland Community College conducted extensive activities with the Black Student Association, including cosponsoring the college's Black History Fair and sponsoring student attendance at the IBCHE Leadership Conference.

- Danville Area Community College, Highland Community College, McHenry County College, Olive-Harvey College, and Rock Valley College expanded computerized career guidance and placement.

## Overall Academic Productivity and Quality Enhancements

- The colleges reported over 200 overall academic function enhancements which resulted in nearly $4.5 million in short-term reallocations and an estimated $17.2 million in long-term reallocations.

- The colleges reported a variety of initiatives, including recent enhancements in telecommunications, outcomes assessment and student tracking, professional development programs, and improvements in the scheduling and location of services.

- Telecommunications diminishes the barriers of time and distance, strengthens the depth and breadth of offerings, and makes education more widely accessible. All colleges cited telecommunications as a method of enhancing their overall academic offerings.

- Higher education is in an era of new accountability where expenditures must be justified and outcomes documented. Joliet Junior College is using a TQM approach to establish student outcome benchmarks. Sauk Valley Community College formed a task force to investigate moving toward an Outcomes Based Education program. Shawnee Community College has established an Institutional Effectiveness Committee to help document student performance.

- The colleges also assess student skills when they enter the institution. Based on institutional research analysis, William Rainey Harper College redefined assessment testing requirements. Lake Land College officials expanded the assessment program to include all degree-seeking students and others enrolling in Math or English courses. Wilbur Wright College mandated assessment of all entering students.

- The knowledge, skills and abilities of community college faculty and staff are the systems greatest asset. Hence, colleges invest in employee professional development programs and promote lifelong learning for all persons. Belleville Area College, Frontier Community College, Illinois Central College, and Prairie State College increased their investments in professional development.

- Community colleges have a student focus with an eye on cost containment when they develop course schedules and support service operations. Services are provided to meet demand. Lewis & Clark Community College relocated its Career and Employment Services to the Learning Resources Center for improved student access. Malcolm X College, Sauk Valley Community College, and Shawnee Community College have modified support service hours to more closely match student preferences.

## Administrative Productivity and Quality Enhancements

- Community colleges reported over 250 efforts to strengthen administrative operations resulting in an estimated $10.3 million being redirected to higher priority activities. Long-term reallocations are projected at $21.5 million.

- College closely scrutinized personnel needs, acquired sophisticated energy management systems to reduce costs, restructured management, decreased insurance costs, and capitalized on economies of scale available through group purchasing arrangements.

- Redefining, renegotiating, consolidating, or eliminating administrative duties and responsibilities resulted in costs savings systemwide. For example, administrative restructuring at Triton College resulted in the elimination of three mid-managers, one "other" administrator, and six positions in academic advisement and the elimination of the production printing area.

- McHenry County College and Rend Lake College have made administrative mainframe data more accessible across administrative levels and strengthened accountability through enhanced tracking and reporting.

- Colleges continue to carefully monitor energy consumption and have acted to improve the energy efficiency of their facilities. Colleges indicated energy savings of $1.2 million initially and $5.2 million long term through reduced utility rates or increasing the energy effectiveness of their facilities. The use of sophisticated energy management systems was cited by Chicago's Malcolm X College, College of DuPage, Lake Land College, South Suburban College, and Waubonsee Community College as a key factor in reducing energy costs.

- The colleges are facing ascending insurance and health care costs and are attempting to contain expenditures while maintaining employee coverage. Changes in insurance resulted in short-term reallocations of nearly $1.3 million and estimated long-term cost reductions at more than $4 million. Health care insurance cost containment is being accomplished by joint/group purchasing, increasing employee contributions to their coverage, evaluation and change of insurance carriers, utilization of preferred provider networks, or colleges becoming self-insured.

## Public Service Productivity and Quality Enhancements

- Within the public service area, college reported approximately 175 advancements in productivity and quality providing an estimated $3.1 million in immediate cost benefits and a projected $13.2 million in long term reallocations.

- Carefully constructed public service offerings represent a win-win proposition for the college and the community. Public service programming strengthens college ties to their communities and provides educational opportunities to a wide cross section of the district's population. Public service programs use college and community facilities that would otherwise remain inactive at that hour of the day and, generally, are only conducted in instances when they are self-supporting.

- Examples of the approaches used to increase public service productivity included consolidating staffing, cutting mailing and printing costs, and obtaining external funding to support programs that meet documented needs.

- Public service program staffing has been consolidated at several colleges. Belleville Area College, Sauk Valley Community College, Triton College, Elgin Community College, and Rend Lake College reorganized and eliminated administrative overhead in the public service area.

- The colleges are cutting costs associated with public service program mailings and printing. With additional advanced planning Elgin Community College, Kishwaukee College, College of Lake County, Prairie State College, Richland Community College, and Rock Valley College reduced the number of community education course promotion mailings. The College of Lake County is using Internet to foster economic development, which can reduce postage costs.

- External funding helps support public service offerings. Volunteers and donations cut costs associated with Danville Area Community College's Child Care Center. External funding supports the Women's Resource Center at William Rainey Harper College. John A. Logan College's literacy outreach service costs are supported partially by fund raisers. Rock Valley College and 32 other colleges receive support from DCCA to conduct ISO-9000 training.

## PQP Targeted Questions and Analysis

The colleges were directed to respond to a series of questions from the IBHE and follow-up on items included in last year's ICCB *Accountability and Productivity Report for the Community College System*. The following seven areas were targeted for further review at the college level: benchmarking, cooperative arrangements, auxiliary enterprises, intercollegiate athletics, staffing patterns, low enrollment programs, and costs analysis.

### Use of Benchmarks

- Most of the colleges reported they were either using benchmarks or were in the process of developing them for use in achieving productivity improvements.

### Cooperative Arrangements

- The colleges regularly enter into cooperative agreements with neighboring community colleges to provide access to programs not offered locally.
- Community colleges also form cooperative alliances with four-year institutions to provide area residents with increased access to upper-division and graduate coursework.
- Colleges form cooperative relationships with other community groups, including park districts, public and private school districts, YMCAs, Chambers of Commerce and Industry, labor unions, and their area industrial associations.
- In addressing the issue of cooperative arrangements and resource sharing, each community college discussed the crucial role of regional consortia and delivery of courses and programs through the use of telecommunications-based instructional delivery systems.

### Auxiliary Enterprises

- Twenty colleges indicated that auxiliary enterprises currently are self-supporting and nine additional schools intend to achieve self-sufficiency by fiscal year 1996.

### Intercollegiate Athletics

- Approximately one-half of the colleges currently are complying with the request to not subsidize athletics with state funds. Another 32 percent will take action to phase out state support by 1996. However, several other colleges indicated that making community college athletics self-supporting simply is not practical. Gate receipts and sponsorships help reduce college costs, but do not provide enough funding to operate the programs. Most colleges support intercollegiate athletics with revenues other than state monies such as auxiliary funds, student fees or fund raisers. Given the various funding sources for community colleges (state, local, and student tuition and fees) it is difficult to differentiate the funding source for athletics. None of the colleges thought increasing student fees would be necessary to offset the loss of state support for athletics.

### Staffing Analysis

- College responded to last year's ICCB staffing analyses by commenting on their institution's relative position in comparison to their peers and statewide results. Responses included measures being taken as a result of the analyses. Many colleges reiterated that every vacancy is scrutinized carefully based on college priorities and goals.

### Low Enrollment Programs

- By the end of fiscal year 1993, only 46 percent of the 298 low enrollment programs identified in fiscal year 1991 remained active - 95 programs have been inactivated and 66 increased enrollments. Reasonable justification was provided by each college for continuing the retained programs.
- **Colleges are encouraged to continue to monitor low enrollment programs.**

### Cost Analysis

- Colleges with relatively high peer group per FTE costs examined the reasons for the above average costs and took action. Another action that was commonly reported included shifting of expenditures between categories which produced more consistent reporting. Other colleges incorporated these data into their annual institutional cost studies. Specific cost analysis appears to have increased awareness for the continual monitoring of costs relative to other institutions.

## State-level System Analyses

Illinois Community College Board staff conducted seven studies over the past fiscal year on the following topics: administrative cost analyses, retention analyses, transfer rate analyses, minority achievement analyses, remedial education analyses, and auxiliary enterprises funds.

### Administrative Cost Analysis

- Administration was defined very broadly to include the functional areas of academic support, student services, operations and maintenance, general administration, institutional support, and independent operations.

- Two functional areas, student services and institutional support, are growing at a rate above the average for all current funds. A large part of the increase in the student services expenditures may be attributable to a larger percentage of students receiving student financial aid. In the institutional support category, a greater percentage of current funds have been allocated to cover rising costs. Health care premiums are one item which may be driving institutional costs higher.

- Other functional area expenditures appear to be growing at a rate equal to or below that of all current funds.

- Administration expenditures, as defined in this review, have remained constant or declined from fiscal year 1990 to 1993.

- **For the coming year, community college districts should examine the cost area to determine what measures can be undertaken to relieve any rising costs and describe them in the 1995 report.**

## Retention Analysis

- The average institutional retention rate for community colleges was 49.5 percent when both full-time and part-time students are included. The average retention rate increased to 51.1 percent when only full-time students are considered.

- The average course retention rate in 1993 was 75.1 percent. This is an increase from 74.1 percent in 1991.

- In all three years of the course retention study, occupational program students completed more (81.2 percent in fiscal year 1993) of their courses than students enrolled in other programs, while adult basic and adult secondary exhibited the lowest course retention (65 percent in fiscal year 1993.) However, the greatest increases in course retention over the three-year period occurred in adult education programs.

- Overall, course retention rates increased for students in four of the seven program areas between 1991 and 1993.

- **Over the next year the colleges are encouraged to continue to review local data for accuracy, correct reporting errors, and use the retention data in local analysis and as benchmarks for strategic planning goals. Report local initiatives to track and improve retention in the 1995 report.**

## Minority Achievement Analysis

- The initial focus of the report on minority students in collegiate-level programs is on changes in enrollment and completions between fiscal years 1988 and 1993. This analysis provides a perspective on changes that have occurred over time in minority student participation. Secondly, a cohort group of students who entered community colleges in fall 1987 (fiscal year 1988) were tracked over a five-year period to measure persistence, transfer rates, and graduation rates.

- Overall, participation of minority students has increased both in terms of enrollment and graduation over the past five years. However, longitudinal data on the fall 1987 cohort indicate that minority student persistence, transfer, and graduation rates lag far behind those of their white counterparts.
- A number of special programs are designed to improve minority student retention and completion. Although the participation information would indicate that these programs are beginning to have a positive impact, persistence, transfer, and completion remain a problem for minority students. Efforts to increase minority persistence/completion must continue to be enhanced.
- **During the coming year, community colleges should closely examine their programs, services, and efforts to increase persistence, transfer, and completion for minority students. Local analysis and initiatives should be summarized in a special section on minority student persistence, transfer, and completion in next year's *Underrepresented Groups Report*.**

## Auxiliary Enterprises Analysis

- Data and statewide analyses were provided to the colleges to assist them in responding to the Board of Higher Education's PQP request.

## Transfer Rate Analysis

- The report provides results of a study where transfer rates were calculated using adaptations of the two national transfer rate models for students enrolled in the Illinois public community college system. As a result a model for calculating rates for Illinois was adopted.
- **Colleges are encouraged to examine the information in the report and the appended tables and conduct local transfer rate analysis.**

## State-level Accountability and Productivity Initiatives

### Review of State-level Processes and Procedures

*Measures Implemented in Fiscal Year 1994*

- The salary survey and faculty/staff data submissions were consolidated.
- Program review and PQP reports were consolidated.
- The generic course list was revised and sections were consolidated.
- The data network has been expanded to reduce tape, printout, and informational mailings.
- The special populations grant report and Underrepresented Groups report were combined.
- Rule modifications have been proposed to reduce paperwork involved in claiming enrollments in short-term courses.

### ICCB Goals for 1993/1994

*Accountability*

- Accountability has been a major focus of the Illinois Community College Board for the past five years. The Board firmly believes that to ensure high-quality education at a reasonable cost, the performance of the system should be evaluated and the results communicated to the public. Topics addressed in the report in conjunction with accountability include VISION 2000, the Statewide Strategic Plan; Transfer Rate Model for the Illinois Community College System; ICCB Employee Appraisal; Uniform Financial Reporting System; State Postsecondary Review Entity; Educational Guarantees; National Governors Association Performance Management Association Performance; and Accountability Awards.

*Articulation*

- The Illinois Community College Board believes strongly in the importance of facilitating successful transition for students from high schools to community colleges and from community colleges to universities. Topics related to the articulation area included in the report are the Illinois Articulation Initiative, General Education Requirements, Associate in Fine Arts and Associate in Engineering Science Degrees, and Health Professions Articulation.

*Teaching and Learning*

- During 1994, several Illinois Community College Board's objectives for Teaching and Learning were accomplished. The objectives included recognizing colleges for outstanding teaching and learning initiatives with awards and sponsoring a Teaching and Learning Excellence Conference for faculty, ICCB Processes Realigned to Facilitate Consortia Arrangements, and the State Adult Literacy Report.

*Telecommunications*

- The Illinois Community College Board believes that the use of technology as an instructional tool and delivery mechanism has the potential to revolutionize higher education. To that end, it has undertaken major initiatives to encourage greater availability and use of technology for instructional delivery, access to information for instruction, data transfer, and communications. During the past year, the ICCB has enhanced its computer system and increased its efforts to establish networks for data and video transmissions. The following topics are highlighted in the report: Telecommunications-based Instructional Delivery, Internet--the Information Superhighway, Illinois Education Technology Summit, Guidelines and Suggestions for Offering Courses Via Telecommunications, ICCB Office Computer Systems, and the Wide Area Network.

*Workforce Preparation*

- As the state's primary provider of workforce preparation for adults, workforce preparation is a primary mission of the Illinois community college system. It is crucial that the community college system provide training to build a world-class workforce to increase the state's competitiveness and productivity and provide Illinoisans with access to high-quality jobs. Over the last several years, the Board has launched numerous initiatives to enhance the community college system's effectiveness in workforce preparation, including adult education/literacy instruction, occupational and vocational skills instruction, targeted programs such as JTPA and Opportunities, and economic development. The following initiatives are highlighted in the report: Workforce Preparation Awards, School-to-Work Transition Initiative, Coalition for Manufacturing Performance Through Technology (COMPETE), Occupational Skill Standards and Credentializing Council, Workforce Preparation Special Initiative Grants, Adult Education Funding, Centers for Excellence in Adult Education, Illinois Network for Literacy/Adult Education Resources Grants, Illinois State Capacity Building for Adult Literacy Staff Development Project Grant, Opportunities, and Self-Employment Training.

*Community College Advocacy*

- The Illinois Community College Board believes that one of its primary functions is to be an advocate for the system by promoting the system's cost-effectiveness, accountability, and commitment to excellence. The Illinois community college system provides programs and services that can benefit all citizens in the state. Activities highlighted in the report include the Community College System's Statewide Public Service Announcement Campaign, Capitol Rotunda Displays, and the Illinois Community College System Foundation.

Community colleges have a demonstrated ability to provide accessible, high-quality educational programs and services in a cost-effective manner that continues to attract national attention.

> "Community Colleges are the unsung heroes of America's system of upward mobility."-- Robert Reich, U.S. Secretary of Labor ...
>
> "The community college is one of the last vestiges of the American Dream in education: affordable, reasonably open access, a tremendous number of committed people ... They train people in areas where there are actually jobs." -- Laurel McFarland, economist, The Wall Street Journal, August 12, 1994

The contents of this report document that the Illinois community college system is not satisfied with the status quo and is embracing priorities, quality, and productivity. Change is inevitable, and the Illinois community college system welcomes the accompanying challenges to prioritize activities and carefully monitor costs and outcomes to further strengthen programs and services and build capacity.

Illinois Community College Board

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## 1994

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# ACCOUNTABILITY AND PRODUCTIVITY REPORT FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM
## 1994

## Introduction

This report summarizes the actions of the Illinois community college system in response to the Illinois Community College Board's initiative on cost-effectiveness and accountability and the Illinois Board of Higher Educations's initiative on priorities, quality, and productivity. Accountability continues to be a major focus of the Illinois Community College Board and the community college system. During this past year, the Illinois Community College Board continued its analyses of its inventory of accountability measures. These measures are being used to evaluate the performance of the system and relay that performance to the public. In addition, the Board is developing a uniform financial reporting system that will enable the system to assess its performance through more reliable comparative analysis of costs and revenues. The system completed its strategic planning process to formally establish systemwide priorities that will guide the system for the next several years. The need for colleges to be accountable for their performance is a major theme throughout the plan.

Community colleges, as the providers of education and training to 65 percent of students enrolled in Illinois public higher education, offer a comprehensive array of programs which are responsive to the needs of Illinoisans. This array of programming must evolve constantly to keep pace with changing education and labor market needs. Consequently, community colleges continually update baccalaureate/transfer programming to enhance articulation and maintain up-to-date occupational programming to prepare a world-class workforce to strengthen the state's economy. This is accomplished through continuous review of transfer degree requirements and occupational programming. New programs are developed and those which are no longer viable are phased out in keeping with college priorities, program review outcomes, and productivity analysis.

Community colleges have been successful in these endeavors as evidenced by the fact that, during fiscal year 1994, all Associate in Arts and Associate in Science degree programs meet or exceed the Illinois Community College Board's AA and AS models. Also, between July 1993 and June 1994, community colleges discontinued or inactivated 164 programs, while 40 new programs were approved by the Illinois Community College Board and Illinois Board of Higher Education. One of the latter programs is a program to be offered jointly by four colleges.

## College Productivity Reports

For fiscal year 1994, the program review and PQP reporting processes were combined into one report structure. In addition to the summaries of reviews of selected instructional programs and functional areas, each college described the resulting productivity and accountability improvements in five major areas: instructional units, academic and student support programs, overall academic functions, administrative functions, and public service. For all areas, quality and productivity improvements regardless of whether an expenditure or cost reduction amount could be defined were reported. Whenever possible, however, for each initiative the colleges were asked to report the dollar amount invested and the source of funds used and/or the dollar amount available for reallocation and where the funds were being directed. The information described thus far will be requested each year. Exact dollar figures were not available for many productivity initiatives. Accordingly, as requested in previous years, reported dollar amounts should be interpreted with caution since the accounting of resource reallocations and benefits is not complete. There was a lack of consistency in the way colleges reported dollar figures. For example, one college reported the value of a donated item or item purchased through external grant funds in the investment column, while another college reported items from similar sources as dollar amounts available for reallocation. Hence, to increase consistency, clearly identified donations and external funding were categorized as reallocations. Clearer directives will need to be given in the future to reduce the amount of inconsistency. Table 1 contains aggregated dollar figures reported by colleges in their productivity reports.

In addition to the standard information described above, information on focused questions resulting from Illinois Community College Board and Board of Higher Education analyses was requested. Summaries of college responses to the 1994 focused questions follow the general area summaries.

Summarizing the impact of the 49 colleges' productivity efforts is challenging. Each college is unique, but all are united by the manner in which they are deeply rooted in the communities they serve and their commitment to offering quality programs and services cost effectively. Community colleges are partners with four-year colleges and universities in providing the first two years of baccalaureate degree education. They are dedicated to workforce preparation and making sure that students can readily implement skills developed in the classroom and laboratory at the workplace. Providing comprehensive adult and remedial education is another mainstay of the community college system. Community colleges with their small class sizes and extensive support services are well suited to help people reach their goals. The colleges are customer oriented and both anticipate and adapt to meet emerging needs. The activities summarized below demonstrate the community college system's responsiveness to changing times and conditions, while continuing to offer high-quality, affordable education to the citizens of Illinois.

Table 1

PRODUCTIVITY IMPROVEMENTS IN ILLINOIS COMMUNITY COLLEGES
AGGREGATE DOLLARS REPORTED

| Initiative | Annual Targeted Investment | Annual Reallocation | Projected Targeted Investment | Projected Reallocation |
|---|---|---|---|---|
| Instruction | $ 2,300,000 | $ 4,400,000 | $ 4,700,000 | $12,100,000 |
| Support Services | 929,000 | 1,400,000 | 2,500,000 | 3,700,000 |
| Overall Academic Functions | 2,900,000 | 4,500,000 | 7,700,000 | 17,200,000 |
| Administration | 8,500,000 | 10,300,000 | 13,300,000 | 21,500,000 |
| Public Service | 2,800,000 | 3,100,000 | 1,100,000 | 13,200,000 |
| Grand Total | $17,429,000 | $23,700,000 | $29,300,000 | $67,700,000 |

**Instructional Function Productivity and Quality Enhancements**. Community college instructional productivity efforts demonstrate the system's focus on teaching and learning, its ability to address changes resulting from technological advancements and labor market needs, and its propensity to work with area businesses to strengthen educational programs and services. Initiatives aimed at improving instructional productivity and quality at the colleges will result in $4.4 million in reallocations this year and $12.1 million over the next five years. Over 475 cost cutting and quality enhancing activities were described by the colleges (see Appendix A, Table A-1).

Community college offerings evolve to meet community needs. An array of processes are used to target programs for elimination and identify areas for expansion. Low enrollment programs are identified annually and a status report is required as a part of combined program review/PQP reporting. During program review all instructional, administrative, and student services are examined in terms of need, cost and quality. Programmatic strengths and weaknesses are identified through this process. The shared enrollment and graduation files provide information used in assessing program outcomes. The existing shared files contain individual records for all students enrolled in Illinois public higher education institutions. A companion data file is under development for private, in-state higher education institutions. It is anticipated that the private shared files will be available for selected institutions during calendar year 1995. This is a welcome and important step to tracking community college student successes at Illinois private institutions. Accreditation provides an external examination of college programs. All Illinois community colleges are accredited by the North Central Association of Colleges and Schools. The Association examines the quality, depth, and breadth of college programs and services and compares them to benchmarks. Additionally, many programs have attained discipline specific accreditation, which is especially important in health care fields. The Illinois Community College Board recognition process provides a compliance audit of a college's ability to meet statutory requirements in administration, board policy and oversight, financial management and record keeping, instructional programs, and student services.

Occupational supply and demand data are important in justifying the need for existing occupational programs and identifying emerging programs based on growth. Labor market information at the program level tailored to each community college district is provided in computer-readable form through a cooperative arrangement between the Illinois Community College Board and the Illinois Occupational Information Coordinating Committee. Advisory committees are another important instrument for keeping the curricula relevant and providing quality control. Area business and industry leaders serving on advisory committees provide a critical link to the workplace. They help ensure that the concepts and skills being taught are closely aligned with workplace needs. The annual occupational follow-up study is based on a five-year cycle and allows graduates to assess the programs they complete. Graduates provide information about their objective for attending, current educational and employment status, salary, employment start-up and location, satisfaction with employment, and satisfaction with specific program components. Employment tracking system data also are used by the colleges to attain information about graduates employment status. These and other processes help college faculty and staff strengthen the programs they offer.

Community colleges are recognized for their ability to anticipate and rapidly respond to local needs with quality programs and services. The colleges are funded partially with local taxes and are held accountable by local board members and taxpayers who have a vested interest in monitoring costs and services. Colleges withdrew or inactivated 164 degrees and certificates during fiscal year 1994. Approximately two-thirds (N=31) of the colleges withdrew or inactivated programs. Likewise, 40 degrees and certificates were added during the same time frame. Approximately one-third (N=18) of the colleges added degrees and certificates during fiscal year 1994.

Teaching and learning is the central focus of the Illinois community college system. Colleges actively seek opportunities to take advantage of the latest technological advancements to enhance the teaching and learning process. Providing training and education on state-of-the-art computer hardware with current software is essential for positioning students to compete successfully in the workplace and at four year colleges and universities. Close contact with area employers raises college officials awareness of the hardware and software currently in use in the workplace. As computer applications move increasingly to windows operating systems, computer RAM requirements have increased. Likewise, computer networking is becoming increasingly relied on by business, industry, government, and in college instructional settings.

Thirty-one colleges reported enhancing instructional computer hardware, software, or peripherals during fiscal year 1994. Instructional computer system improvements were reported over the past fiscal year at the following colleges: Black Hawk College, Richard J. Daley College, Olive-Harvey College, Harry S Truman College, Harold Washington College, Wilbur Wright College, Danville Area Community College, College of DuPage, William Rainey Harper College, Heartland Community College, Highland Community College, Illinois Central College, Frontier Community College, Olney Central College, Wabash Valley College, Kankakee Community College, Kaskaskia College, Kishwaukee College, College of Lake County, Lake Land Community College, John A. Logan College, McHenry County College, Moraine Valley Community College, Rend Lake College, Rock Valley College, Sauk Valley Community

College, Southeastern Illinois College, Spoon River College, State Community College, Triton College, and Waubonsee Community College.

Computers are becoming further ingrained at the colleges for instructional purposes. They permeate the curricula in applications, not only in the more traditional numerical such as economics, mathematics, accounting, and text manipulation like office careers and writing/composition, but computers are increasingly being used for simulations in diverse curricula. Computer simulations are valuable in an eclectic mixture of programs. Examples of some program areas mentioned by the colleges in their reports include Anthropology at the College of DuPage, Allied Health at William Rainey Harper College and Rend Lake College, Physical Sciences at Illinois Central College, and Forestry at Southeastern Illinois College. Computer-assisted design (CAD) and manufacturing (CAM) and the arts are other areas where technology is playing an important role in enhancing the teaching learning process The following colleges specifically mentioned upgrading their equipment in CAD/CAM: Olive-Harvey College, Harry S Truman College, Harold Washington College, Wilbur Wright College, Danville Area Community College, College of Lake County, McHenry County College, and Triton College. Additional colleges are using computers in these areas, and other colleges are incorporating computer technology into diverse areas of study.

The colleges actively pursue alliances with area businesses to strengthen instructional programs. Several examples of cooperative efforts between colleges and local employers follow. Black Hawk College is working with Trinity Hospital to purchase equipment for Radiologic Technology. Black Hawk College, Illini Hospital, and the local Fire Department are jointly funding Emergency Medical Services instructional equipment purchases. Danville Area Community College received donated machining tools for Manufacturing Engineering from a local manufacturing firm. Donations from local firms also have strengthened Danville Area Community College's Small Computer Systems and Accounting programs. Elgin Community College is providing Medical Lab Technology training in cooperation with local hospitals using their equipment and facilities. The College of Lake County worked with Abbott Laboratories to strengthen its Medical Lab Tech program and equipment. John Deere is providing equipment and expertise to Lake Land College for Agriculture programs as the college serves as a regional training center for company technicians. Heartland Community College received telecommunications equipment and facilities from GTE. Moraine Valley Community College received equipment from IBM and software from Autodesk to improve instruction in Mechanical Design. Oakton Community College received donated equipment to strengthen the Building Energy Systems Technology program. A local manufacturing firm donated equipment to Sauk Valley Community College for the Heating, Refrigeration, and Air Conditioning program. Numerous other alliances with local businesses exist that were not highlighted specifically in college reports.

The colleges are actively participating in initiatives to move toward a seamless educational system. Tech prep programs are a concerted effort to integrate vocational/occupational programs across educational levels. Community colleges articulate their associate degree curricula with rigorous high school tech prep instruction to shorten the time required to obtain an AAS degrees. Instruction is enhanced at all levels through tech prep programs that clearly delineate scope, sequence, and skill outcomes expectations at each level in the process. Tech prep programs are designed to condense the time needed to acquire the necessary skills for successful entry into the workplace. Educational partners are encouraged to include a work-based component in the programs. In many instances, community colleges and universities are extending the option of pursuing a bachelors degree for tech prep students who are interested in additional education. Several colleges specifically highlighted emerging tech prep initiatives. Black Hawk College reported collaborating with area high schools on Technical Communications course articulation. At the same time, Black Hawk College is collaborating with Western Illinois University to provide capstone programming for students who complete the community college portion of the tech prep program and want to continue at a university. Similarly, Chicago's Olive-Harvey College is developing a tech prep program in Architectural Technology with area high schools and working with Illinois Institute of Technology, Southern Illinois University, and Purdue University on transfer guides for the program. The college is actively pursuing summer internship sites for Architectural Technology students. Danville Area Community College has initiated an Apprenticeship Task Force with area high schools and industry. Danville Area Community College also arranged engineering cooperative agreements with the University of Illinois and Southern Illinois University to open options for students in occupational and technical programs. Kankakee Community College is increasing articulation of Accounting courses with area secondary schools. Lake Land College is refining course offerings and course content to include 2+2+2 (junior and senior level high school + community college + junior and senior level university) tech prep programs in Manufacturing Technology. Furthermore, Illinois is one of ten states involved in a national Evaluation of Tech Prep Education Programs sponsored by the U.S. Department of Education. Illinois Central College is participating in this in-depth study by the Mathematics Policy Institute, Inc. One of the tech prep projects that Illinois Central College highlighted in its report involves the integration of physics, math, and mechanical technology to build an electronic car. All Illinois community college districts are involved in developing articulated tech prep programs with secondary schools in their districts. Tech prep programs help provide a highly skilled workforce for Illinois business and industry.

### Academic and Student Support Functions Productivity and Quality Enhancements.

Community colleges are proud to be open access institutions. Since the colleges attract individuals of diverse ability levels, their student services must provide an array of assistance to help students succeed. Key functions include recruitment and admissions, counseling and advisement, financial aid, instructional support, student activities, child care, transfer assistance, and career counseling and job placement. A wide variety of activities are conducted within these general categories. The academic and student support functions fall under overall academic program refinements and have been described separately this year to correspond with the reporting requirements associated with the Combined PQP and Program Review process.

Community colleges reported nearly 250 productivity enhancements in their student support functions (see Appendix A, Table A-2). These efforts represent annual reallocations of $1.4 million with long-term reallocations estimated at $3.7 million. Student support function enhancements resulted from services being created, expanded, modified, or reduced. Many improvements were made with support from external funding sources, while others used reallocated college funds and some were made at no additional expense.

Enhancements to recruitment and admissions were cited by 13 colleges. For example, Olive-Harvey College implemented continuous year-round registration, assigning one location to complete the entire registration process for new students and another for returning students. Harry S Truman College made assorted enhancements, such as initiating an "Each One Reach

One" campaign, expanding outreach activities for its Adult Literacy Skills Program, and coordinating the "Adopt-a-School" program outreach effort. Danville Area Community College offered on-site registration at designated area businesses to facilitate enrollments that contributed to streamlined registration functions on campus.

Counseling and advisement functions were addressed by ten colleges. For example, Black Hawk College expanded its peer counseling program. Danville Area Community College implemented several improvements, such as developing faculty advisor handbooks, additional student checklists, and customer satisfaction surveys, and has plans to expand its counseling staff. Heartland Community College improved its advisor training program, advisement handbook, added an "early poor academic performance warning system," and augmented advisement with additional full-time staff. Kishwaukee College streamlined student advisement requirements. Waubonsee Community College implemented a new academic advising model. John Wood Community College used the admissions office to make counseling appointments to ensure that students participate in the advisement process. Rock Valley College refined its staffing schedule for better coverage of heavy counseling periods and to better serve walk-ins. The community college system is making an effort to be responsive to student needs.

Financial aid is often a key service to help students attend college. Ten colleges improved financial aid services. For example, Black Hawk College reorganized its financial aid office for greater efficiency, access, and cost containment. Danville Area Community College used computers and electronic processing to extend services, while simplifying the process. Olney Central College increased its outreach efforts by providing workshops for students that explained the process step-by-step. Kishwaukee College initiated group loan counseling sessions to reduce time needed for individual sessions. Rend Lake College, Rock Valley College, Illinois Central College, and Illinois Valley Community College converted to electronic transmission of federal grant data.

Learning Resource Center (LRC)/Library functions were enhanced at ten colleges. Belleville Area College, College of DuPage, William Rainey Harper College, Illinois Valley Community College, Moraine Valley Community College, Olive-Harvey College, Rend Lake College, Rock Valley College, Southeastern Illinois College, and Triton College expanded LRC service capacity. Learning Resource Center services were enhanced through various means, including automation, telecommunications, interlibrary loan arrangements, and material upgrades.

Instructional support and enrichment services encompass a variety of activities, ranging from tutoring to services targeting special populations. Twelve colleges enhanced instructional support activities. For example, Olive-Harvey College, Lake Land College, and Danville Area Community College provided computers for students in areas such as the reading/writing labs or tutoring center. Harry S Truman College made enhancements to its "Ventures in Science Pre-College Enrichment" program, including a $27,000 grant to fund student SAT/ACT preparation, field trips, and stipends. Danville Area Community College and Kishwaukee College each specifically mentioned purchasing equipment to meet the needs of individuals with handicaps as required by the Americans with Disabilities Act. Many other colleges made similar purchases. Rend Lake College improved its early school leaver program and services to single parents. Richland Community College expanded its Opportunities program and enhanced it through additional workforce preparation classes and retention initiatives. Rock Valley College expanded and refined tutoring functions for students.

Five colleges made student activity enhancements primarily focusing on encouraging acceptance of diversity. Richland Community College conducted extensive activities with the Black Student Association, including cosponsoring the college's Black History Fair and sponsoring student attendance at the IBCHE Leadership Conference and Student Leadership Conference. Olney Central College reorganized its cultural activities committee for social and cultural development.

Career counseling and job placement assistance were enhanced at ten colleges. Danville Area Community College, Highland Community College, McHenry County College, Olive-Harvey College, and Rock Valley College expanded computerized career guidance and placement. Illinois Valley Community College specifically mentioned conducting on-campus job fairs -- every college holds similar activities. Moraine Valley Community College and Prairie State College pursued federal JTPA funds to help support job placement services.

A variety of other student support functions were enhanced as well by 15 colleges. For example, Rend Lake College increased child care services and referrals. Richland Community College strengthened Transfer Center activities such as campus visits and workshops. William Rainey Harper College merged its health services with its physical education division to share resources and expand the wellness concept for students and staff. Rend Lake College used its resource development foundation to attract additional funding for student services. Several colleges reported staff reductions or delays in replacing staff to achieve cost savings.

Overall Academic Program Productivity and Quality Improvements. The colleges listed over 200 initiatives aimed at increasing the overall academic productivity of the institution (see Appendix A, Table A-3). College actions resulted in nearly $4.5 million in short-term reallocations and a projected $17.2 million in reallocations over five years.

Distance learning through regional telecommunications consortia is a significant way the colleges are strengthening the depth and breadth of the offerings they provide. Judicious use of the technology allows program duplication to be minimized and a broader cross section of the student population receive instruction from the most qualified faculty. Telecommunications diminishes the barriers of time and distance and makes education more widely accessible. Belleville Area College, Black Hawk College, Danville Area Community College, Elgin Community College, Heartland Community College, Illinois Central College, Kishwaukee College, Lake Land College, Oakton Community College, Richland Community College, Shawnee Community College, and Southeastern Illinois College all specifically cited telecommunications as a method of enhancing their overall academic offerings. The cooperative delivery of educational programming through regional telecommunications consortia is widespread. Ten regional telecommunications consortia blanket the entire state.

Higher education is in an era of new accountability where expenditures must be justified and outcomes documented. The colleges are becoming increasingly outcome oriented and are making concerted efforts to track performance and chronicle student outcomes. Black Hawk College officials re-engineered enrollment data gathering following a total quality management (TQM) process to clarify data items and, wherever possible, link them to measurable outcomes. Similarly, Joliet Junior College is using a TQM approach to establish student outcome benchmarks. At the College of DuPage, faculty members chair the Student Outcomes Assessment Committee, which is a key component in the collegewide effort focusing on learner outcomes. Sauk Valley Community College has formed a task force to investigate moving toward an Outcomes Based Education program. Shawnee Community College has established an Institutional Effectiveness Committee to help document student performance. Chicago's Harry S Truman College has increased student tracking and implemented an academic early warning system to more quickly identify and provide assistance to students whose performance is unacceptable. Relatedly, Elgin Community College and Highland Community College are in the process of upgrading their student tracking systems and making data more accessible to decision makers. Heartland Community College has involved all faculty into one of three Learning Outcomes Groups -- communications, problem solving, and cultural diversity -- and is evaluating Academic Support Center service effectiveness. Lake Land College is undergoing a campuswide revision of course outlines to assure that they all include measurable student outcomes. Likewise, Richland Community College has developed and is implementing a plan to analyze and improve institutional effectiveness. State Community College, Prairie State College, and Triton College have developed academic assessment plans and programs.

The colleges also assess student skills when they enter the institution. Based on institutional research analysis, William Rainey Harper College redefined assessment testing requirements. Appropriate ACT cutoff scores were allowed to substitute for college placement tests. At the same time, William Rainey Harper College broadened the population of new students required to take placement tests. Similarly, Lake Land College officials expanded the assessment program to include all degree-seeking students and others enrolling in Math or English courses. Wilbur Wright College mandated assessment of all entering students. Heartland Community College, John A. Logan College, Kankakee Community College, Morton College, Parkland College, Southeastern Illinois College, and Spoon River College also augmented their assessment testing program. Kishwaukee College combined administration of placement tests at high schools with high school recruitment visits.

The knowledge, skills, and abilities of community college faculty and staff are the systems greatest asset. Hence, colleges invest in employee professional development programs and promote lifelong learning for all persons. Belleville Area College recently received external funding to supplement the college's faculty development budget. Black Hawk College developed a faculty-driven Teaching/Learning Professional Resource Center and offered additional training to supervisors and department chairs. Chicago's Olive-Harvey and Harold Washington Colleges reaffirmed their commitment to support justified professional development activities. Danville Area Community College implemented an Employee Improvement Program to strengthen standards for instructor performance. Danville Area Community College also reported conducting computer training for the staff. Danville Area Community College and Illinois Central College reported providing multicultural awareness sessions for faculty. The College of DuPage emphasized that full and part-time employees are included in their professional development initiatives. Likewise, Triton College increased development opportunities for adjunct faculty. Heartland Community College held staff training on assessment and TQM processes. Highland Community College offered widespread training on the college's new computer system. Illinois Eastern's Frontier Community College, Illinois Central College, and Prairie State College increased their academic professional development budget. Spoon River College revised guidelines for professional development to encourage broader participation. South Suburban College provided individual faculty with grants to meet demonstrated needs.

Community colleges have a student focus with an eye on cost containment when they develop course schedules and support service operations. Services are provided to meet demand. Black Hawk College relocated direct student services to a more accessible campus location. Likewise, Lewis & Clark Community College relocated its Career and Employment Services to the Learning Resources Center for improved student access. Malcolm X College, Sauk Valley Community College, and Shawnee Community College have modified support service hours to more closely match student preferences. Danville Area Community College is using a CQI process to improve course scheduling and customer satisfaction. The college uses on-line scheduling capabilities for better classroom management. William Rainey Harper College has consolidated weekend college hours and offerings to meet student needs. Heartland Community College is using a team approach to modify class scheduling processes. Illinois Central College, McHenry County College, South Suburban College, Southeastern Illinois College, Spoon River College, and John Wood Community College are reaching out to their communities with additional weekend, late afternoon, or short-duration offerings. Illinois Valley Community College and John Wood Community College indicated that they are both making concerted efforts to maximize facilities usage. Based on student input, Richland Community College has expanded its one-night-per-week course offerings.

Administrative Functions Productivity and Quality Enhancements. Colleges are closely scrutinizing personnel needs, the structure and management of their organizations, energy consumption, and insurance costs to save money and enhance institutional quality. Colleges diligently seek the best value when purchasing goods and services and continue to provide quality educational programs and services for district residents. Current year administrative initiatives resulted in $10.3 million being redistributed to higher priority activities. Long-term reallocations are projected at nearly $21.5 million. Over 250 productivity and quality initiatives were reported (see Appendix A, Table A-4).

Seventeen colleges indicated they were redefining, renegotiating, consolidating, or eliminating administrative duties and responsibilities. These cost-cutting strategies resulted in more than $1.2 million in funds being reallocated to higher priorities this year. The long-term impact of these changes is estimated at nearly $5 million. Comprising a significant portion of the savings was administrative restructuring at Triton College. Changes at Triton College included the elimination of three mid-managers, one "other" administrator, and six positions in academic advisement and the elimination of the production printing area. Elgin Community College reports that an increase in part-time staffing collegewide resulted in a short-term reallocation of $252,000. The most significant savings came from reduced fringe benefit costs. Funding of these part-time positions, as well as many other positions at the college, has been made possible by the college's ability to successfully compete for grants and operate auxiliary enterprises cost effectively.

Administrative computer packages are growing increasingly sophisticated and affordable. Nineteen colleges reported that administrative computing systems have increased the efficiency of their staff and enhanced service quality. Belleville Area College, Joliet Junior College, and Rend Lake College indicated registration processes have been streamlined with updated processes and computer software. McHenry County College and Rend Lake College have made administrative mainframe data more accessible across administrative levels and strengthened accountability through enhanced tracking and reporting.

The colleges are an integral part of the communities they serve. Whenever possible, the colleges attempt to cooperate with community partners to improve the quality of the services they provide and decrease costs. Twenty-four such initiatives were reported by 17 colleges. For example, Danville Area Community College, College of DuPage, and Spoon River College are actively studying campus needs. William Rainey Harper College's Publications & Communications Services has formed partnerships with other campus departments for improving the quality and timeliness of the services they provide. Such partnerships are not only becoming a part of the college's infrastructure, but are increasingly visible between the colleges, business and industry, state agencies, and other colleges. McHenry County College has worked toward obtaining an easement with a neighboring property owner to share the cost of constructing an access road for the college and the neighboring service provider. Kishwaukee College participates in Industrial Job Council activities to develop basic skills for employment. In fact, many additional partnerships are developing between the community colleges and the communities they serve; these particular cooperative efforts were specifically cited in the college reports.

Colleges continue to carefully monitor energy consumption and have acted to improve the energy efficiency of their facilities. Thirteen colleges indicated energy savings of $1.2 million through reduced utility rates or increasing the energy effectiveness of their facilities. Long-term economizing from these initiatives is estimated at providing for the reallocation of $5.2 million. The use of sophisticated energy management systems was cited by Chicago's Malcolm X College, College of DuPage, Lake Land College, South Suburban College, and Waubonsee Community College as a key factor in reducing energy costs. Danville Area Community College, Elgin Community College, Highland Community College, Illinois Valley Community College, Kankakee Community College, Lincoln Land Community College, Moraine Valley Community College, and Sauk Valley Community College outline a variety of methods to cut utility expenses. For example, Highland Community College entered into a guaranteed energy savings contract with the local utility, while Elgin Community College continued a negotiated elimination of minor holidays allowing a complete shut down for spring break to decrease energy expenditures. These minor changes in scheduling yielded real savings.

Rising insurance and health care costs continue to rate high on the national agenda of issues which must be addressed. The colleges are facing these ascending costs and are attempting to contain expenditures, while maintaining coverage for their employees. Sixteen colleges cited changes in insurance that reduced college costs. Short-term reallocations from these actions amount to nearly $1.3 million. Ten colleges estimated long-term cost reductions from changes in insurance at more than $4 million. Health care insurance cost containment is being accomplished by increasing employee contributions to their coverage, evaluation and change of insurance carriers, utilization of preferred provider networks, or colleges becoming self-insured. Reflective of the benefits incurred through partnerships, collaborative efforts between colleges has provided savings through group purchases of insurance.

Likewise, in an effort to cut costs in other areas and increase their purchasing power, colleges have increased their use of group purchasing. Colleges aim to attain the best overall value for their dollars. Equipment purchases are price dependent, but carefully consider how well the purchase will enhance the efficiency and effectiveness of college services. Several colleges cited in their reports that they are examining lease versus purchase options. Many colleges indicated older equipment that no longer fulfills the requirements for one activity is replaced, but can be successfully put to use elsewhere on campus. Illinois Valley Community College reports that obsolete college equipment in auctioned off and has increased returns to the college. Eight colleges reported cost-containment strategies resulting in short-term savings estimated at more than $275,000. The College of DuPage and Kishwaukee College utilized college employees to perform services that had previously been contracted to outside service providers. The staff-performed services saved these colleges an estimated $65,000 during the past year.

Public Service Productivity and Quality Enhancement. The community college system promotes lifelong learning and encourages diversity. The colleges provide a variety of learning activities as a public service through cost-effective noncredit instruction. Colleges reported approximately 175 public service initiatives in fiscal year 1994 (see Appendix A, Table A-5). These public service initiatives will provide $3.1 million in immediate cost savings and $13.2 million in long-term reallocations.

Colleges are looking proactively to identify programming to match community interests. Likewise, if a legitimate subject matter is identified where sufficient community interest exists, the colleges will make a concerted effort to locate a qualified instructor and structure a meaningful program to meet the demonstrated need. Public service programming takes place at sites throughout the district when college credit courses are not using the space. A strong movement exists to only offer those public service courses that generate sufficient revenue to be self-supporting. Seventeen college specifically mentioned self-sufficiency as a criteria for offering public service programs. Yet, virtually all colleges are actually moving toward the elimination of courses that are not self-supporting.

Public service program staffing has been consolidated at several colleges. Belleville Area College reorganized and eliminated administrative overhead in the public service area. Sauk Valley Community College reduced public service costs by combining oversight of community services with the Center for Business and Economic Development. Similarly, Triton College's foundation and grants offices have merged. Elgin Community College's Business Conference Center Director provides direct instruction in addition to his administrative duties. Likewise, at Rend Lake College, the Community Services Coordinator has assumed responsibility for distance learning and off-campus attendance centers. Staff in the Women's Resource Center have been reduced at William Rainey Harper College. Outreach coordinator positions were merged into a single part-time position at Highland Community College. At Oakton Community College, several high school sites and supervisors were eliminated from the public service program. Illinois Eastern Community College is relying more on part-time staff for public service courses.

The colleges are cutting costs associated with public service program mailings and printing. With additional advanced planning, Elgin Community College, Kishwaukee College, College of Lake County, Prairie State College, and Rock Valley College reduced the number of community education course promotion mailings. Elgin Community College reduced postage costs by using postcards to send confirmation notices. Kishwaukee College implemented credit card telephone registration for public service, and billing statements serve to verify registration. Richland Community College cut overall mailing costs by implementing a targeted mailing program. Elgin Community College is cooperating with three other colleges to jointly promote public service offerings for the area's business community. The College of Lake County is using Internet to foster economic development, which can reduce postage costs.

External funding helps support public service offerings. Volunteers and donations cut costs associated with Danville Area Community College's child care center. External funding supports the Women's Resource Center at William Rainey Harper College. The College of Lake County receives extensive support for the Southlake Education Center from corporate sponsors. John A. Logan College's literacy outreach service costs are supported partially by fund raisers. Prairie State Authority 2000 provided grants for John A. Logan College's business and industry instruction. Moraine Valley Community College has begun charging admission to holiday events. The High Scope Foundation has supported several public service offerings at Moraine Valley Community College. Rock Valley College and 32 other colleges receive support from DCCA to conduct ISO-9000 training.

Public service programming strengthens college ties to their communities and provides educational opportunities to a wide cross-section of the district's population. They use college and community facilities that would otherwise remain inactive at that hour of the day and, generally, are conducted only in instances when they are self-supporting. Carefully constructed public service offerings represent a win-win proposition for the college and the community.

## PQP Special Focus Questions for Fiscal Year 1994

**Use of Benchmarks Follow-up**. The 1993 Board of Higher Education report on PQP stated "Benchmarks should be used to focus efforts to achieve productivity improvements in administration and support services, and research and public service." Most of the colleges reported that they were either using benchmarks or were in the process of developing them for use in achieving productivity improvements. Thirty-three of the 40 districts reported using and expanding the use of benchmarks, one district is developing them, and six did not respond directly to the question. The benchmarks being used are either those provided by the ICCB through its peer group data or those developed by the colleges through their planning and total quality management efforts or a combination of these. Many of the colleges have identified various benchmarks as a part of their overall institutional effectiveness systems. For example, Belleville Area College is integrating its student outcomes statements and benchmarks into an overall institutional effectiveness system. Benchmarks relating to administration, support service, public service, and other areas will be developed and used to measure effectiveness and productivity. Prairie State College uses direct revenue to direct expense ratios as primary benchmarks. The ratio can be used to compare between cost centers and/or to compare historical data within a cost center over the years.

Two years ago, South Suburban College embarked on an endeavor to establish a Continuous Quality Improvement (CQI) culture throughout the institution. This effort resulted in the development of CQI teams, and setting benchmarks for quality and productivity. Examination of logs maintained by the college campus police indicated extremely low usage of the campus between the hours of 11:00 p.m. and 6:00 a.m. and on weekends/holidays. An intrusion alarm system was installed enabling the college to reduce the amount of overtime and part-time pay of campus police. The savings for the first year is benchmarked at $47,000.

At Triton College, the 1993-94 strategic plan has clearly stated objectives for the purposes of carrying out the goals and missions of the college. All administrators are required to identify the benchmarks for completing assigned objectives. These benchmarks were used in assessing the quality and productivity improvements identified in the college's 1994 program review/PQP report.

**Cooperative Arrangements Follow-up**. For many years, community colleges have entered into cooperative agreements with their neighboring colleges to provide their students with access to programs not offered by their local institution. Waubonsee Community College alone reported cooperative agreements with eight other community colleges which covers 114 different programs. As a part of Illinois Central College's cooperative agreement arrangements, programs with low enrollment or regional appeal are considered as additions to this agreement. During this past year, two programs, Court Reporting and the second year of the Interpreter Preparation Program, were added to the cooperative agreement list. Recently, Kishwaukee College withdrew six Certified Public Secretary courses and now participates with Elgin Community College through a cooperative agreement. In 1994-1995, a new two-year program in Occupational Therapy Assisting will be offered jointly by four community colleges (John A. Logan College, Rend Lake College, Shawnee Community College, and Southeastern Illinois College) in the Southern Illinois Collegiate Common Market consortia. Colleges in the South Metropolitan Regional Higher Education Consortium recently signed an agreement to open their library systems to each member within the consortium so students can freely borrow books and materials among consortium members.

Cooperative agreements also exist between four-year institutions and community colleges. At Rend Lake College, Southern Illinois University-Edwardsville recently completed a three-year MBA program that was offered at the college on weekends. Bachelors and masters courses in nursing will be offered on the same basis, although some of the program will be offered over the distance learning network. McKendree College also offers junior and senior level courses at Rend Lake College, frequently using qualified instructors available on Rend Lake College staff. Rock Valley College has developed and implemented several cooperative ventures with Northern Illinois University and the University of Illinois. Both universities have provided, upon the request of the college and local employees, special services to area manufacturing firms. The universities also have used the equipment in the college's Technology Center.

In addition, colleges have cooperative agreements with park districts, public and private school districts, YMCAs, Chambers of Commerce and Industry, labor unions, and their area industrial associations to provide programs and services for area residents in a cost-effective manner which avoids duplication of services. For example, Highland Community College shares its facilities with the University of Illinois Extension Service in order to cooperatively provide programming. Working with Rock Valley College, a Small Business Development Grant supports efforts of individuals in the Highland Community College district in the development of small businesses. Through a combined effort, Joliet Junior College has developed agreements with community agencies to deliver on-site courses/activities, while sharing facilities and support services as well as costs. The Joliet Housing Authority assists in identifying participants, the college develops the curriculum/activity, and instructors at the site(s) are selected by the Housing Authority. This past year, Prairie State College, Moraine Valley Community College, and South Suburban College cooperatively created the Chicago Southland Regional Workforce Preparation Initiative to provide workforce audits and training plans for companies throughout the three community college districts. The initiative also was designed to identify and catalog all customized and regularly scheduled noncredit program offerings, capabilities, and services of the three consortium member community colleges. Lake Land College has expanded its partnership with John Deere. The two entities created and offer the John Deere Ag Tech Program. This partnership allows John Deere Dealerships in Illinois and Missouri to sponsor students who pursue the AAS Ag Tech degree at Lake Land College. This initiative brought $700,000 worth of state of the art equipment, training aids, and other resources to the program. During fiscal year 1994, the program was expanded to include the Pro Tech Training Program. Pro tech provides upgrading current John Deere technicians employed in Illinois and Missouri through participation in an intensive week-long session at the colleges. Advanced skills in the newer, more advanced technologies in computer diagnostics, hydraulics, and electronics for farm implements are provided. The program strengthens college offerings and fills an important training need for an agricultural industry leader.

In addressing the issue of cooperative arrangements and resource sharing, each community college discussed the crucial role of regional consortia and delivery of courses and programs through the use of telecommunications-based instructional delivery systems. These two developments are having, and will continue to have, a significant impact on higher education.

**Auxiliary Enterprises Follow-up**. Colleges were asked to examine support for auxiliary enterprises during fiscal year 1994. Directions from the Board of Higher Education indicated that colleges should eliminate the transfer of operating funds to auxiliary enterprise operations and make the activities self-supporting by the end of fiscal year 1996. Most of the colleges provided short and direct responses to this question. Twenty-two colleges indicated that they maintain a policy not to subsidize auxiliary enterprises. An additional nine districts indicated that they have taken measures to make activities within Auxiliary Enterprises Fund self-supporting by fiscal year 1996. It appears that over three/fourths of the system is or will be in compliance with this recommendation by the target date.

Several of the districts have justified their support of an activity under auxiliary services as being central to the college's mission. For example, one district subsidizes its multicultural student activities program. Expenditures for this program are accounted for within the Auxiliary Enterprise Fund. Another district utilizes funds for student service activities that benefit the entire campus community. These districts, as well as others, made it clear that activities which provide for the student's comprehensive cultural and social well being are integral to the learning experience. These colleges believe that the activities benefit the students and must be continued in order to provide a comprehensive education.

Several of the colleges indicated that, typically, their Auxiliary Enterprise Fund ends the year with net revenues. These revenues are, in turn, used to supplement other college activities or transfer monies to other funds to make college improvements. Comments from the colleges indicate that bookstore and food service activities most often supplement other items such as child care and athletics. Child care and athletics appear to be subsidized more frequently than other items.

The community college system is taking strong efforts to make auxiliary services self-sufficient. For those colleges that are subsidizing auxiliary activities, the amount is a small percentage of all college expenditures. In the instances that subsidies are necessary, the colleges feel that the expenditures are justified as being central to the colleges' mission.

**Intercollegiate Athletics Follow-up**. During 1994, community colleges were directed to examine their intercollegiate athletic programs in an effort to identify and implement productivity improvements. Additionally, the colleges were given the goal of eliminating state support for intercollegiate athletics by the end of fiscal year 1996 without increasing student fees. Responses to these two requests varied broadly. Several colleges indicated that they are reviewing their programs, and programs that are not cost-effective will be eliminated by fiscal year 1996. Other colleges stated that athletics are a very important part of the institution and will be continued. Still other institutions do no operate any intercollegiate athletic programs. Many of the colleges feel that making intercollegiate athletics self-supporting at the community college level simply is not practical. Gate receipts and sponsorship help to reduce the cost to the college, but do not provide funding in amounts great enough to operate athletic programs.

The colleges were asked to review their athletic programs for productivity enhancements during this past year. However, prior to this request, many colleges routinely reviewed their programs for cost implications. Over 77 percent indicated that they currently review athletic programs or have conducted a review of athletics to meet the directive. At least five colleges do not offer intercollegiate athletics. At least two colleges indicated that all athletic programs are evaluated annually for student interest and participation. Programs where participation is lacking are eliminated. Another two colleges indicated that their reviews include academic progress of student athletes.

Approximately half (48%) of the colleges currently are complying with the request to use no state funding to support athletics by 1996. Another 32 percent indicated that, following a study of athletic programs during the next year, they will take action to phase out state support for intercollegiate athletics by 1996. In order to counter the loss of state support, many of the colleges are looking toward increased fund raising through booster club activities and corporate sponsorship. Three colleges indicated that they have eliminated high-cost sports, such as football, in order to reduce the cost of athletics. Several of the colleges have undertaken cost-reduction measures, such as reducing overnight travel and scheduling changes. One college has scheduled away games for men and women concurrently so that transportation costs can be reduced. Other colleges have reduced staffing costs by adjusting their hiring practices and reorganizing the athletic department.

The majority of Illinois' community colleges currently are supporting intercollegiate athletics with revenues other than state sources. Funding for athletics is provided from other auxiliary funds, fund-raising activities, and student fees. None of the colleges felt that an increase in student fees will be needed to offset the loss of state support. Rather, colleges will take measures to reduce costs and expand actions to gain efficiencies in order to make the funding adjustment.

**Staffing Analysis Follow-up**. Last year's *Accountability Report for the Illinois Community College System* contained an analysis of staffing patterns. The staffing measures included ratios for nonteaching staff to faculty, nonteaching staff to students, and faculty to students for fiscal years 1988 and 1992. Ratios were provided for the system as a whole and for colleges within peer groups. The colleges were directed to examine and comment on these data.

A common approach used by the colleges was to briefly go through the staffing data tables from last year and comment on their institution's relative position in comparison to their peers and statewide results. Comparisons generally referenced both points in time. Rationale were cited where large differences existed between a college and their peers or between the two years. For example, South Suburban College explained that they achieved some efficiency gains by scheduling nonteaching workloads to coincide with times of the day when there are high concentrations of students on campus. Likewise, careful scheduling and the employment of qualified part-time faculty have increased efficiency in instruction. Hiring additional part-time employees also was noted by the College of DuPage, William Rainey Harper College, Kaskaskia College, Lewis & Clark Community College, Morton College, and Carl Sandburg College as a way to control costs and provide targeted programs and services. Richland Community College indicated that moving to a new facility and an accompanying decision to hire rather than contract for some services, as was done previously, tended to inflate staffing changes. Still, as additional space became available, programs were expanded to better serve the community. Building awareness of and enrollment in new programs takes time. At Richland Community College, efforts are ongoing to evaluate the need of all nonteaching positions. Oakton Community College indicated that growth in reporting and monitoring requirements contributed to an increased need for additional nonteaching staff. Similarly, Highland Community College and Oakton Community College asserted that meeting a growing variety of demands from diverse students contributed to growth in the number of nonteaching staff employed by the college. Academic support services, such as testing, tutoring, advising, and counseling, are routinely provided by nonteaching staff. Belleville Area College, Highland Community College, and Southeastern Illinois College reported that external grants supported some growth in their staffs. The grant funded activities are largely self-supporting. Parkland College and Rend Lake College reported a relatively high reliance on full-time faculty compared to their peers. Tracking and critically examining staffing needs and patterns should help direct system resources to priority programs and services.

Officials from several colleges indicate that every vacancy is scrutinized carefully. Is there another area where the need is greater? Can the position be eliminated? How closely is the position tied to the college's mission and goals? According to the College of Lake County's report, as position vacancies occur, their ongoing need and contribution to overall college priorities are reviewed by the president and executive administrative staff on a case-by-case basis. Hence, during fiscal year 1994, the seven positions were eliminated at the College of Lake County. Following a similar process, Black Hawk College indicated a reduction of 31 full-time administrative and classified staff over the last two fiscal years. Likewise, based on an assessment of local need, Rend Lake College eliminated two full-time faculty positions during fiscal year 1994. Waubonsee Community College indicated that administrative positions have been eliminated and faculty added to meet enrollment demand. Richland Community College and South Suburban College indicated that similar strategies were in place. Since personnel decisions have a direct impact on the quality of college programs and services, staffing issues require constant attention.

**Low Enrollment Programs Follow-up.** During 1992, the Illinois Community College Board conducted an analysis of low enrollment programs using annual enrollment and completion data submitted by institutions for fiscal year 1991. Enrollment in each discrete (six-digit CIP) program area was examined, and colleges with less than ten students enrolled as majors in each program area were identified. Colleges were asked to examine these programs to determine whether they should be continued.

Community colleges responded by withdrawing or inactivating 26 percent, increasing enrollments in 15 percent and closely monitoring while continuing 59 percent. Since 1992, colleges have continued to evaluate these programs. By the end of fiscal year 1993, 18 additional withdrawals had occurred and 20 more programs had increased enrollments. The result, to date, is that less than half (46 percent) of the original group of low enrollment programs remain active.

Justification was provided by colleges for continuing each program. A number of legitimate reasons occur for continuing programs that may have low enrollments. Examples include:

- Substantial cost savings will not occur if the program is withdrawn. In this case, courses in a certificate program are part of a related degree program in which enrollments are satisfactory.
- Students may obtain a certificate while pursuing the longer term associate degree goal and, therefore, may not be recorded as being officially enrolled in the program.
- Curricular restructuring has occurred recently or is planned. As a result, colleges have not been able to determine whether anticipated improvements have or will have the desired effect of increasing enrollments.
- The program and/or the technology is new. Recruitment efforts have not yet been realized.
- Even though enrollment is low, a certificate program may be an important option for students who, for a variety of reasons, do not wish to complete the longer term degree requirements.
- Students who intend to transfer may enroll in occupational courses which are articulated. Consequently, they may be coded as transfer students and their enrollment is not calculated in the appropriate occupational CIP code designation.
- Low enrollment programs may have high numbers of course enrollees who are primarily interested in upgrading their skills and do not plan to complete a degree or certificate.
- Conditions exist which are beyond the control of the college and result in low enrollment for specific programs. Examples include programs which the college has developed for particular employers who may now be involved in labor strikes. Other examples include limited enrollment apprenticeship programs, or in cases

where a program exists as an important service to the community, but limited numbers of workers are required.

In 1993, community colleges were again notified of low enrollment programs statewide. Priorities were reviewed, quality was assessed, and colleges took various types of action. Overall, 140 programs (37 percent) were withdrawn or inactivated and 235 (63 percent) continued. College decisions are shown below according to broad program area.

*Agriculture Programs. (01)* One hundred and eighty-five degrees and certificates are offered in 16 program areas, such as Agriculture Business and Management, Crop Production, Nursery Operations, and Ornamental Horticulture. In 1993, 42 programs with low enrollment figures were found in 15 of the 16 discrete six-digit CIP codes assigned to agriculture. Colleges reported that 35 will be continued and seven will be discontinued. Various improvements are planned for programs in this area. Anticipated benefits to continued programs include program revisions, telecourse instruction, and projected increases in labor market need for horticulture programs.

*Marketing Programs. (08)* One hundred and sixty-six degrees and certificates are offered in 12 program areas such as Insurance Marketing, Travel Services, and Fashion Merchandising. In 1993, 34 low enrollment programs were found in 11 of the 12 discrete six-digit CIP codes assigned to marketing. Of these, 19 will be continued and 15 will be discontinued. Continued programs will be revised, articulation will be improved, and expanded recruitment efforts are planned. Many of these programs are low cost because of their relationship to stronger degree programs.

*Communications Programs. (09)* Fourteen degrees and certificates are offered in four program areas which include Advertising, Public Relations, Broadcast Journalism and Technical Writing. In 1993, only two low enrollment programs were found in one of the four discrete six-digit CIP codes assigned to communications. Both programs will be continued. Colleges indicated course enrollments are greater than program enrollments because some students apply credit to transfer degrees.

*Communications Technologies. (10)* Seven degrees and certificates are offered in two program areas, including Educational/Instructional Media Technology and Radio/TV Broadcast Technology. In 1993, only one low enrollment program was found in one of two discrete six-digit CIP codes. This is a new program which will be continued.

*Personal and Miscellaneous Services. (12)* One hundred and six degrees and certificates are offered in six program areas, including Funeral Services, Cosmetology, and Culinary Arts. In 1993, only eight low enrollment programs were found in four of the six discrete six-digit CIP codes assigned to personal and miscellaneous services. Of these, five will be continued and three will be discontinued. Revisions to several programs in this category are too recent to significantly affect enrollments.

*Education. (13)* Twenty-nine degrees and certificates are offered in the program area of Teacher Aide. In 1993, only two low enrollment programs were found in this single discrete six-digit CIP code. Both programs are slated to be discontinued.

***Engineering-related Technologies. (15)*** Three hundred and thirty-two degrees and certificates are offered in 25 program areas, including Civil Engineering Technology, Laser and Optical Technology, Automated Manufacturing Technology, and Quality Control Technology. In 1993, 32 low enrollment programs were found in 14 of the 25 discrete six-digit CIP codes assigned to engineering-related technologies. Of these, 21 will be continued and 11 will be discontinued. Continued programs will be improved through curricular revisions, the addition of telecourses, and various other actions. Several programs are low cost, have strong course enrollment, and provide needed services to the community.

***Vocational Home Economics. (20)*** One hundred and forty-three degrees and certificates are offered in seven program areas, including Dietetic Assistant, Elder Care, and Child Care Provider. In 1993, seven low enrollment programs were found in four of the seven discrete six-digit CIP codes assigned to this area. Of these, three will be continued and four will be discontinued. Two continued programs are low cost, and telecourse offerings will be explored for the third.

***English Language and Literature/Letters. (23)*** Five degrees and certificates are offered in this program area, which includes English and Technical Writing. In 1993, there was only one low enrollment program in this discrete six-digit CIP code category. The college contends it is a low-cost program and has chosen to continue it.

***Library Assistant. (25)*** Thirteen degrees and certificates are offered in this single program area. In 1993, one low enrollment program was found in this discrete six-digit CIP code category. It will be discontinued.

***Parks, Recreation, Leisure, and Fitness Studies. (31)*** Nine degrees and certificates are offered in three program areas assigned to this area. In 1993, there were three low enrollment programs in two of the three discrete six-digit CIP code categories. All three will be discontinued.

***Science Technologies. (41)*** Ten degrees and certificates are offered in two program areas assigned to this area, including Nuclear Power Technology and Chemical Technology. In 1993, there were three low enrollment programs in these two discrete six-digit CIP code categories. One program will be continued and two will be discontinued.

***Protective Services. (43)*** Two hundred and twenty-three degrees and certificates are offered in the seven areas assigned to protective services, including Law Enforcement and Fire Fighting. In 1993, there were 27 low enrollment programs in six of the seven discrete six-digit CIP code categories. Of these, 17 will be continued and ten will be discontinued. Certain curricula, such as fire fighting, are being considered for vocational skills courses. Others, such as law enforcement, are low cost because of their relationship to stronger degrees. Colleges also noted plans to restructure programs by withdrawing certificates and continuing to offer degrees.

***Public Administration and Services. (44)*** Thirty-two degrees and certificates are offered in the two areas assigned to this area, which include Public Administration and Social Work. Only one low enrollment program was found in one of the two discrete six-digit CIP code designations. This program has been discontinued.

***Construction Trades. (46)*** One hundred and eight degrees and certificates are offered in the 11 program areas within construction trades, which include Building and Property Maintenance, Plumber/Pipefitter, and Carpentry Apprentice. In 1993, 20 low enrollment programs were found in eight of the 11 discrete six-digit CIP code areas. Twelve were continued and eight were not. Several of the continued programs are low cost and others are offered as cooperative programs, while enrollment in others is expected to climb due to growth in the industry.

***Mechanics and Repairers. (47)*** Four hundred and five degrees and certificates are offered in the 16 program areas assigned to mechanics and repairers, which include Business Machine Repair, Computer Installer, and Industrial Machinery Mechanic. In 1993, 33 low enrollment programs were identified in 11 of the 16 discrete six-digit CIP code categories. Thirteen were continued and 20 were discontinued. Restructuring is planned for some of the continued programs and others are low cost and related to programs with healthy enrollments. Two of the programs are new.

***Precision Production Trades. (48)*** Two hundred and ninety-five degrees and certificates are offered in the 15 program areas assigned to precision production trades, including Mechanical Drafting, Desktop Publishing, Tool and Die Technology, and Welding Technology. In 1993, 37 low enrollment programs were found in 12 of the 16 discrete six-digit CIP code category. Twenty-seven were continued and ten were discontinued. Continued programs are new or being revised, related to stronger programs, low cost, or needed for students who do not wish to pursue a degree.

***Transportation and Materials Moving Workers. (49)*** Twenty degrees and certificates are offered in the four areas assigned to this category, including Aviation Management, Private Pilot, and Truck Operator. In 1993, only five low enrollment programs were found in two of the four discrete six-digit CIP code categories. Two were continued and three were discontinued. Community developments were cited as one reason to continue a program. Another college plans to restructure its curriculum.

***Visual and Performing Arts. (50)*** Eighteen degrees and certificates are offered in the four areas assigned to this category, including Commercial Art, Photography and Music, and Theater Design. In 1993, six low enrollment programs surfaced in three of the four discrete six-digit CIP code categories. Half were continued and half were not. Low cost and curricular revisions were cited as reasons to continue these programs.

***Health Professions and Related Sciences. (51)*** Three hundred and thirty-eight degrees and certificates are offered in the 34 program areas assigned to this category, which include Medical Transcription, Physical Therapy Assistant, and Emergency Medical Technology. In 1993, 31 low enrollment programs were identified in 11 of the 34 discrete six-digit CIP code categories. Eighteen programs were continued and 13 were discontinued. Several of these programs have limited enrollment because they are cooperative programs. In addition, only a limited number of training sites may be available. Some students formally enroll in the degree and completion records show they graduate with both a degree and certificate. Two programs are new and enrollments are projected to grow.

***Business Management and Administrative Services. (52)*** Nine hundred and eighty-one degrees and certificates are offered in the 21 program areas assigned to Business, which include General

Office Clerk, Banking Services, and Real Estate. In 1993, a total of 79 low enrollment programs were found throughout all of the 21 discrete six-digit CIP code categories. Fifty-five were continued and 24 were discontinued. Low enrollment business programs often have minimal costs because they are tied to stronger degrees. Several colleges report course enrollment is strong; however, students do not seem interested in obtaining a degree. Some colleges believe student intent warrants offering both short-term certificate and long-term degree options.

The preceding information shows community colleges take program accountability seriously. Many low enrollment programs will be evaluated on a year-to-year basis. Numerous innovative efforts will be devised to improve programs. In other cases, decisions will be made to discontinue them.

**Regardless of the reason for a low enrollment program, colleges are encouraged to continue to monitor them, ensuring that the needs of employers and students are met in a cost-effective manner.**

Cost Analysis Follow-up. As a special PQP focus response, colleges were encouraged to examine the statewide analysis for various cost categories as presented in the 1993 Accountability and Productivity Report. Colleges were asked to present conclusions of their analysis and any actions resulting from the study.

One specific section of the ICCB report reviewed administrative costs and public service costs at community colleges. The study utilized the unit cost submissions to normalize cost comparisons among the colleges based on fiscal years 1988 through 1992. The unit cost figures were compared by peer group using a per full-time equivalent (FTE) student basis.

The instructions for the analysis were open-ended and allowed the colleges to analyze unit cost data in a manner that each college felt was appropriate to its institution. While the analysis differed among the colleges, several common results surfaced in the college responses. Colleges with relatively high peer group per FTE costs examined the reasons for the above average costs and took action. At least two institutions reduced administrative staffing levels to lower their costs. Several other colleges instituted stronger budgetary controls in order to limit budgetary excess.

Another action that was commonly reported included shifting expenditures between categories, which produced more consistent reporting. At least two colleges with higher than average cost figures indicated that they analyzed individual cost components. Their review suggested that certain costs could be more appropriately accounted for within other cost categories. The institutions indicated that after shifting these costs, their expenditures per FTE were much more in line with the peer group.

Other colleges stated that they have incorporated these data into their annual institutional cost studies. One college has extracted peer group data for use as a benchmark and compares these figures in its institutional direct/indirect cost study. Several others indicated that the data are referenced when conducting program review.

Specific cost analysis at the colleges appears to have increased awareness for the continual monitoring of costs relative to other institutions. The colleges have increased cost-effectiveness measures and implemented cost containment actions. Individual institutions have incorporated annual reviews of expenditures in an effort to remain efficient, while providing an opportunity for a quality education.

## State-level System Analyses

During fiscal year 1994, several studies pertaining to accountability and productivity were conducted by the Illinois Community College Board. Summaries of these studies are presented below. The studies on minority achievement, transfer rates, auxiliary enterprises, and remedial education have been transmitted to the colleges previously as information/benchmarks to be used in their annual reviews.

**Administrative Cost Analysis**. In fiscal year 1993, the Illinois Community College Board focused its analysis of administrative costs in higher education on how these costs have varied during the past five years. The results of the study indicated several positive trends. First, when the unit cost of administrative expenditures were adjusted for inflation, the results indicated that community colleges were able to respond to challenges in demand, thus extending educational opportunities and related services through cost-effective means. This was demonstrated through the administrative costs per student remaining flat over the period studied. The finding was reinforced by the fact that administrative costs, as a percentage of total institutional costs, remained flat.

It should be noted that even though 53 percent of current funds are spent on items other than instruction, instructional costs dwarfed other individual expenditure functions, accounting for over 47 percent of all current funds. Clearly, instruction is the function that has the greatest impact on the costs for the community college system. Yet, productivity enhancements made in other areas may provide funds for reallocation to higher priority activities.

For fiscal year 1994, the Illinois Community College Board was directed to analyze administrative expenditures, as defined by the Board of Higher Education, in greater detail. This analysis has examined expenditures that are necessary to support the college's academic mission. In order to facilitate this analysis, the administrative support function has been defined very broadly by using six major cost categories as reported in the Uniform Financial Statements included as part of each district's annual financial audit. The cost centers include academic support, student services support, operations and maintenance of plant, general administration, institutional support, and independent operations. Expenditures for each of these areas reflect the current funds used for the operation of the college.

Expenditures within each of these classifications have been studied to determine trends and relationships between the various categories. These categories have been divided into peer groups for additional study. The peer groups were determined by the enrollments of each college and the geographic location of the campus to a metropolitan area. Seven peer groups have been established using these criteria.

During the time period under study (fiscal year 1990 and 1993), FTE enrollments increased 11 percent with headcount enrollment increasing by 10 percent. Growth in revenues of $211 million or 24 percent for this period was matched by expenditure increases of $219 million or 26 percent. Among each of the individual functions supporting instruction, expenditure increases ranged from a low of 3.7 percent for operations and maintenance to a high of 46.1 percent for institutional support. In order to gain insight to possible productivity enhancements, each of these functional areas has been examined in terms of expenditure increases as well as comparative statistics. Data tables and graphs for the study are located in Appendix B.

***Academic Support.*** Support services for the institution's primary mission of instruction, organized research, and public service are accounted for within the college's academic support category. These expenditures include operation of the library, instructional materials center, and communications systems used in the learning process. Funds expended to provide services that directly assist the academic mission of the college are included in this classification. Additionally, costs for all equipment, materials, supplies, and other necessary support are contained in this function.

Expenditures for the academic support function increased at a rate less than the increase of total current fund expenditures from fiscal year 1990 to 1993. Because of the small increase, expenditures for academic support dropped from 5.1 percent of total current funds to 4.7 percent. This indicates that colleges have allocated fewer new resources to this area. Peer group data support this trend. Within six of the seven peer groups, colleges expended a smaller percentage of current funds for academic support from fiscal years 1990 to 1993.

On average, for academic support activities, colleges expended $227 and $239 per FTE in fiscal years 1990 and 1993, respectively. The average appears to be influenced strongly by districts making up Peer Groups 6 and 7. For fiscal year 1993, only nine districts had a average cost per FTE greater than the statewide average. Four of these nine districts were members of Peer Groups 6 and 7.

***Student Services.*** In addition to instruction, students have educational needs that contribute to their emotional and physical well-being. Expenditures for activities and services that provide for a student's needs for intellectual, cultural, and social development are accounted for in the student services category. Essentially, the student services function provides assistance in the areas of financial aid, admissions and records, health, placement, testing, counseling, and student activities. Associated costs included with this function are supplies, materials, and equipment required to meet the needs of the functional areas adequately.

At a 32 percent rise from fiscal year 1990 to fiscal year 1993, student services costs ranked second in cost increases for current fund expenditures. However, a large portion of this increase, approximately $20 million, can be attributed to growth in student financial aid. When costs for student financial aid were removed, student services support rose 28 percent. This increase appears to be spurred by large increases in the counseling and career services (51 percent) and the admissions and records (30 percent) subfunctions. While student financial aid went up 36 percent over the four-year period, financial aid administration costs decreased over this period by 18.6 percent.

Student services expenditures make up a substantially larger percent of current fund expenditures in smaller colleges than at larger institutions. For fiscal year 1993, Peer Group 1 colleges averaged approximately 28 percent of their total current funds expenditures on student services. Conversely, Peer Group 7 had average expenditures of 10 percent for this category. This result may be attributed to a greater percentage of students receiving financial aid at the smaller colleges. When student financial aid is isolated and removed from this category, Peer Group 1 expended only 11 percent of their current funds with Peer Group 7 expending 7.6 percent.

***Operation and Maintenance of Plant.*** The operations and maintenance of plant category includes all expenditures of current funds for the continuous functioning and routine maintenance of the physical plant. Included are all expenditures that are related to the provision of services for facilities usage, grounds usage, utilities, security operations, fire protection, transportation, and custodial services. This category does not include major remodeling, renovation, or construction of new plant facilities. Essentially, this category captures expenditures for all ongoing operations for the physical assets of the district.

From fiscal year 1990 to fiscal year 1993, operations and maintenance expenditures reflected the smallest cost increase for all current fund categories at 3.7 percent. This trend is reflected in the statewide average cost per square foot to operate the physical plant, which declined slightly from $5.67 in fiscal year 1990 to $5.64 in fiscal year 1993. On a per FTE basis, operations and maintenance costs fell 6.7 percent from $521 to $488 during this period.

The largest single physical plant expenditure is for the procurement of utilities. In fiscal year 193, the average per square foot cost for utilities was $1.64, an 11 percent increase over fiscal year 1990.

The subfunction of "other operations and maintenance" typically includes expenditures for repairs and maintenance work not scheduled or included in the normal operation of the campus. This category showed a dramatic decline of $11.2 million from fiscal year 1990 to fiscal year 1993. A decline of this magnitude in this category may suggest that colleges are deferring maintenance and allocating their financial resources to other current items.

***General Administration.*** This functional area includes expenditures for all central, executive-level activities concerned with the management and long-range planning of the institution. Under this category are expenditures for institutionwide items, such as planning and president's office. Other activities contained in this category include the fiscal operations for accounting, bursar's office, internal and external audits, legal costs, and investment activities. Activities for maintaining the college's relations with the community, such as institutional development and fund raising, are accounted for in this function.

Expenditures for general administration rose at a slower pace than total current fund expenditures from fiscal year 1990 to fiscal year 1993. This classification showed an increase of only 18.2 percent over the four year period. Within the subcategories, the greatest expenditure increase was attributed to community relations (45.9%). General administrative services reversed the trend by decreasing 18.1 percent for this period.

As a percentage of total current funds, this classification of expenditures has been relatively constant across the years examined. The percentage for this classification shifted from

5.4 percent in fiscal year 1990 to 5.1 percent in fiscal year 1993. When these expenditures are placed on a per FTE student basis, the statewide average cost of general administration increased from $241 to $256 which is slightly more than 6 percent.

These findings indicate that costs included in this classification have been controlled extremely well over the past several years. Administration costs are not growing as quickly as other areas and appear to be relatively stable over time.

***Institutional Support.*** Institutional support expenditures consists of those costs that benefit the entire college and are not readily assignable to a particular cost center. Within this classification, allocations are made to the appropriate subfunction based on historic or other factors. The general support classification includes costs such as insurance and health care premiums, legal fees, and board of trustees expenditures. Other subfunction areas include administrative data processing, institutional research, nonoperating items (scholarships and chargebacks), and an "other" category.

Institutional support experienced the largest percentage cost increase of any substantial current expenditure category at 46.1 percent from fiscal years 1990 to 1993. Within the subcategories, nonoperating items showed the largest percentage rise at 154.8 percent or nearly $3.3 million. The largest dollar gain was in the general institutional support function at $33.7 million (60.9 percent).

Major shifts in funding occurred in this category as all but one peer group showed a greater percent of current funds being allocated to these costs. On a statewide basis, the percent of funding allocated for this category climbed from 11.8 percent to 13.7 percent. This shift suggests that general costs, such as health insurance, are reducing funds available for other items. This is a cost area that is in need of further study in order to determine exactly what is driving these rising costs.

***Independent Operations.*** The independent operations function, which accounts for auxiliary services, is quite unique from other expenditure areas. The self-supporting nature of activities within this function distinguish it from other functions. This section includes the expenditures incurred by operations for furnishing goods or services to students, faculty, or staff and are charged a fee directly relating to the cost of the goods or service. Operations of a bookstore, food service, facilities rental, child care center, student/staff organizations, as well as a wide variety other activities, are accounted for as auxiliary enterprises. The focus of this section is to examine expenditures over a four-year period and as a percentage of the total current fund expenditures. However, since the operations of the activities included may generate revenue, a rise in expenditures should be placed within the context of additional revenues generated. In fact, auxiliary enterprises has been reviewed in another section of this report in greater detail.

Independent operations expenditures comprised 5.9 percent and 6.1 percent of all current fund expenditures for fiscal year 1990 and 1993, respectively. When compared by peer group, smaller districts allocated a smaller percent of current funds than did larger districts. For example, in fiscal year 1993 on the average, Peer Group 1 allocated about 4 percent of their funds to independent operation expenditures, while Peer Groups 4, 5, and 6 allocated at least 8 percent. This may have occurred due to a greater number of auxiliary services available at larger colleges and not that they are simply spending more on these activities. More information is available on this activity within the auxiliary services section of this report.

***Conclusion.*** Administration has been defined very broadly to include the functional areas of academic support, student services, operations and maintenance, general administration, institutional support, and independent operations. The results of this analysis indicated that two functional areas are growing at a rate above the average for all current funds; specifically student services and institutional support. It became apparent that a large part of the increase in the student services expenditures may be attributable to a larger percentage of students attending that are receiving student financial aid. In the institutional support category, a greater percentage of current funds have been allocated to cover rising costs. Health care premiums are one item which may be driving institutional costs higher. Other functional area expenditures appear to be growing at a rate equal to or below that of all current funds.

Instruction and public service comprise the major portion of current fund expenditures. This would suggest that expenditure increases for current funds are heavily influenced by the amount of funds allocated to instruction and public service. With this being the case, it appears that administration expenditures, as defined in this review, have remained constant or declined from fiscal year 1990 to 1993. One cost area, institutional support, had cost increases greater than the total for current funds. From the data studied, specific reasons for the cost increases cannot be determined. **For the coming year, community college districts should examine closely this cost area to determine what measures can be undertaken to relieve the rising costs and describe them in the August 1, 1995, *Combined PQP and Program Review Report*.**

**Retention Analysis**. The *Inventory of State-Level Accountability Measures*, endorsed by the Illinois Community College Board in March 1993, identified a number of institutional and instructional areas appropriate for state-level analyses in assessing accountability. The institutional section included district profile, cost/revenue, accreditation, staffing, and facilities measures. The instructional area focused on numerous measures of student achievement and program accountability. Among the former were retention measures; specifically course, program, institution, and transfer retention. The data presented in this analysis concentrate on two of these areas: institutional and course retention. An expanded analysis, including program retention, will be presented to the Board at its October meeting. (See Appendix C for data tables.)

Data for the retention study were obtained from the Shared Enrollment and Graduation Files, E1 records or Fall Enrollment data, and A1 records or Annual Enrollment records. The shared data files contain unit/individual records for students enrolled in public higher education between fiscal years 1983 and 1992. E1 data reflect students officially enrolled at the college as of the end of regular registration of the fall term, which is typically the tenth day. A1 data are records submitted for all students officially enrolled in a course at the college anytime during the fiscal year.

Data are shown by individual institution, by community college peer group, and statewide total. Peer groups have been defined according to enrollment figures, location, and economic data and are as follows:

**Group I**: Enrollment less than 3,000 headcount - Downstate - Located in or near communities of less than 50,000 population.

**Group II**: Enrollment approximately 3,000 to 4,000 headcount - Downstate - Located in or near communities of less than 50,000 population.

**Group III**: Enrollment greater than 4,000 headcount - Downstate - Located in or near communities of less than 50,000 population.

**Group IV**: Located downstate and in communities of more than 50,000 population.

**Group V**: Enrollment less than 10,000 headcount - Located in Chicago metropolitan area.

**Group VI**: City Colleges of Chicago (and historical City-Wide College data).

**Group VII**: Enrollment greater than 10,000 headcount - Located in Chicago metropolitan area.

***Institutional retention***. The institutional retention analysis was established using a cohort consisting of first-time students enrolled in baccalaureate (PCS 1.1) or occupational (PCS 1.2) programs. Course enrollees were excluded. Calculated retention rates were based on the number of students who graduated, transferred, or were still enrolled five years after entering. Two perspectives are provided. The first is a broad perspective and considers both full- and part-time students who earned at least 12 credit hours in the five years between 1988 and 1992. The second is more narrow and highlights only those students who began their studies as full-time students. This approach corresponds with standards promulgated in Student Right-to-Know, State Postsecondary Review Entity (SPRE), and Perkins legislation.

The average institutional retention rate for community colleges is 49.5 percent when both full-time and part-time students are included. The retention rate increases to 51.1 percent when only full-time students are considered. Across all colleges, retention rates in the latter category ranged from 30.4 to over 80 percent. While all peer group retention rates were within eleven points, downstate colleges with 3,000 or greater enrollment (headcount) in or near communities of less than 50,000 population had the highest retention rates. The lowest retention rate was found in the peer group of colleges located in the heart of Chicago. Table C-1 in Appendix C displays data on institutional retention.

***Course retention***. Course retention was examined using annual (A1) enrollment records for fiscal years 1991, 1992, and 1993. Over 2.1 million student records (duplicated headcount) were used in the study. The retention rate was determined by comparing the number of credit hours attempted by those actually earned in a given year. The student cohort was defined as first-time students enrolling in either general associate (PCS 1.0), baccalaureate/transfer (PCS 1.1), occupational (PCS 1.2), general studies (PCS 1.5), vocational (PCS 1.6), adult basic education (PCS 1.7), or adult secondary education (PCS 1.8) programs. Using A1 data, a student's credits are aggregated *by the type of program in which the student was enrolled* (PCS) rather than by the type of course. For example, a student in an occupational program may have been registered for a transfer (PCS 1.1) course in communications, a remedial (PCS 1.4) course in math, and several occupational (PCS 1.2) courses. This student's retention rate would be included in the occupational (PCS 1.2) retention rate.

In fiscal year 1991, 74.1 percent of the credit hours attempted were earned by community college students (see Appendix C, Table C-2). By 1993, the course retention rate increased to 75.1 percent. In all three years, occupational program students completed more of their courses than students enrolled in other programs. Statewide, the course retention rate for occupational students in fiscal year 1993 was 81.2 percent. The lowest course retention was for students enrolled in adult basic and adult education programs. In these two program areas, the rate was approximately 65 percent for fiscal year 1993. However, the greatest increases in course retention over the three-year period occurred in these programs.

Course retention rates increased for students in four of the seven program areas between 1991 and 1993. In addition to adult basic and adult secondary education, rates increased for general associate and occupational program students. These four programs represented 51 percent of the students in the study. Slight decreases occurred for vocational skills and baccalaureate/transfer students (73.5 to 72.7 percent and 76.8 to 75.3 percent, respectively). The largest course retention decrease occurred in the general studies area where the rate dropped from 76.9 percent in fiscal year 1991 to 71.7 percent in fiscal year 1993.

Two notations on the course retention tables warrant further explanation. In some instances, the notation "not applicable" appears. This designation was provided for colleges which do not have particular programs. It is found most often in the General Associate category and for one institution in adult education. In other instances, data were described as "not available." This occurrence resulted because annual enrollment records had never before been used in a retention study. Therefore, a number of inconsistencies surfaced. Colleges were contacted to corroborate data or to inform of obvious reporting problems. College staffs are making necessary changes to improve future record keeping and reporting. Awareness of the problem also posed a challenge to develop a better means of checking submissions at the state level for earlier detection of skewed data.

**Over the next year, the colleges are encouraged to continue to review local data for accuracy, correct reporting errors, and use the retention data in local analysis and as benchmarks for strategic planning goals. Report local initiatives to track and improve retention in the August 1, 199[illegible], *Combined PQP and Program Review Report*.** Further state-level information on retention will be presented later in the year. Institutional accountability efforts should incorporate these findings as well.

Minority Achievement Analysis. In fiscal year 1993, the number of students enrolling in Illinois community colleges totalled nearly 721,900. Approximately 230,000 (32 percent) of these students were African-American, Hispanic, Asian, and American Indian. Nearly one-half of the minority students are enrolled in the three collegiate-level programs that lead to a degree or certificate. The other half are enrolled either in precollegiate adult education or collegiate-level continuing education courses.

This report focuses on minority students in collegiate-level programs from two perspectives. First, changes in enrollment and completions are examined for the period fiscal year 1988 to 1993 to provide a perspective of changes that have occurred over time in minority student participation. Secondly, a cohort group of students who entered community colleges in fall 1987 (fiscal year 1988) are tracked over a five-year period to measure persistence, transfer rates, and graduation rates. Data tables are presented in Appendix D.

***Participation Changes Between 1988 and 1993***

- Minority student enrollment grew nearly three times as fast as nonminority enrollment.
- The largest enrollment increases occurred in baccalaureate/transfer programs where minority student enrollments nearly doubled.
- Degrees and certificates earned by minority students increased three and one-half times as fast as nonminority completions.

***Cohort Group Persistence, Transfer, and Graduation Rates***

- Minority students in collegiate-level programs had a lower persistence (defined as graduated, transferred, or still enrolled) rate than nonminorities. (43% compared to 57%)
- Minority students were less likely to earn degrees or certificates than nonminorities. (16% compared to 28%)
- Minority students entering baccalaureate/transfer programs were less likely to transfer than nonminority students. (24% compared with 36%)
- Minority students earning baccalaureate/transfer degrees were less likely to transfer. (54% compared to 67%)
- Minority students who transferred were more likely to do so before earning an associate degree. (75% compared to 57%)

***Conclusions***. Participation of minority students has increased both in terms of enrollment and graduation over the past five years. However, longitudinal data on the fall 1987 cohort indicate that minority student persistence, transfer, and graduation rates lag far behind those of their white counterparts. A number of special programs are designed to improve minority student retention and completion. Although the participation information would indicate that these programs are beginning to have a positive impact, persistence, transfer, and completion remain a problem for minority students. Efforts to increase minority persistence/completion must continue to be enhanced.

**Remedial Education Analysis.** An open-door policy is central to the mission of community colleges. This commitment to educate all students results in a diverse group of learners including those who, for one reason or another, are educationally unprepared. Community colleges know that providing access and opportunity is not enough. Studies on attrition and its related costs to both students and colleges have prompted institutions to intervene. Remedial education and a cadre of support services have been implemented to keep the open door from becoming a revolving door.

Remedial programs help students experience success and reach their objectives. Remedial education courses (also termed developmental or basic skills courses) improve mastery of communication, computation, and reading. They are designed to prepare students who have attained a high school diploma, but are not ready to perform college-level work. Remediation may be necessary when students have delayed entering college and find they need one or more "refresher" courses. In other cases, students may have taken occupationally oriented coursework to satisfy the required units for high school graduation. Now they find, for example, that mathematics courses through intermediate algebra are necessary for the training they wish to pursue.

Data were compiled on remedial education costs, credit hours, and enrollments during the years from 1989 to 1993. Not included are statistics on adult basic and adult secondary education which supports students who have not yet completed a high school diploma. A synthesis of the information is as follows:

- Remedial education represents only 4.8 percent of the total credit hours generated by all students in the system. This percentage has remained virtually unchanged since 1989 when it accounted for 4.4 percent of the total credit hours generated.

- A comparison of expenditures shows that remedial education represents 4.7 percent of instructional expenditures. This figure was 4.5 percent in 1989.

- In actual expenditures, the community college system spent $39.4 million on remedial education in 1993. This is an increase of $11.2 million (40 percent) from 1989.

- Between 1989 and 1993 the cost per credit hour for remedial education has increased from $113.35 to $126.01. During the same period, the average cost of all programs increased from $110.53 to $126.77.

- The current cost per credit hour of remedial education ($126.01) is most closely correlated with the cost of baccalaureate/transfer courses ($129.91) and the average of all program costs ($126.77).

- From 1989 to 1993 the number of remedial credit hours reported increased from approximately 249,000 to 313,000 or 26 percent for the system.

- In fiscal year 1989, nearly 10 percent of the total number of students were enrolled in one or more remedial courses. In the four years since, the number of students in remedial education has varied from 11 to 12 percent.

- The greatest number of students take remedial math courses, followed by communications, followed by reading.

- Of the students who enroll in remedial courses in the fall terms, between 71 and 73 percent return to enroll in courses in the spring.

Institutions which experienced significant gains in the number of remedial credit hours attributed the increases to several factors. Policies concerning mandatory testing and placement are a reason frequently cited. These require students to take specific level courses and achieve a passing grade before continuing to the next level. As a result, colleges have added more sections of developmental classes. A second factor relates to the enactment of Public Act 86-0954 (1989) which affects admission to colleges and universities effective fall 1993. The Act specifies 15 units of high school coursework or the equivalent required for admission. Three high school courses in mathematics are included in these requirements. As a result, colleges and universities have raised their admission standards. Prior to PA 86-0954, Intermediate Algebra was a course accepted for credit by most colleges and universities. However, it was recently reclassified as a remedial mathematics course at institutions throughout the state. Students who graduated prior to 1993, those who earned a GED, and graduates with high school coursework deficiencies may be placed in remedial math courses. The full impact of the new admission policies has not yet been felt.

As community colleges continue to fulfill their missions and serve increasingly diverse groups of students, the need for remedial education will continue. Remedial education expenditures for community colleges totalled nearly $40 million last year. Yet, without remedial programs, it is uncertain whether the costs of attrition would be less. In comparison with other areas of instruction, remedial education comprises only 4.8 percent of the total credit hours generated. Remedial credit hours have increased during the past five years, but these increases are not incongruous with those in other areas of instruction. Unit costs for remedial education are less than the costs of occupational credits and comparable to unit costs for baccalaureate/transfer instruction. Providing remedial education demonstrates that institutions have a commitment to student learning and are concerned with student success. In the final analysis, remediation results in greater accountability and increased academic standards.

Community College Auxiliary Enterprise Funds Analysis. In its November 1993 report on Priorities, Quality, and Productivity (PQP), the Illinois Board of Higher Education requested that colleges examine their support for auxiliary enterprises. Illinois institutions of higher education were encouraged to eliminate the transfer of operating funds to auxiliary enterprise operations. These activities should become self-supporting by the end of fiscal year 1996.

The Public Community College Act authorizes the establishment of auxiliary enterprise operations. Section 3-31.1 of the Act indicates that a local board has the power "to provide, for students and employees, auxiliary services related to the adequate operation of the college. In exercising this power the board may provide, purchase, lease or contract for such services." ICCB rules and related fiscal guidelines provide for the use of an Auxiliary Enterprises Fund to account for these services.

According to the *Financial Accounting and Reporting Manual for Higher Education*, published by the National Association of College and University Business Officers and KPMG Peat Marwick, "an auxiliary enterprise exists to furnish goods or services to students, faculty, or staff, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of an auxiliary enterprise is that it is managed as an essentially self-supporting activity." Similar interpretations of auxiliary enterprise operations exist throughout authoritative accounting literature.

While the analysis of auxiliary enterprise operations primarily needs to be addressed at the local level, ICCB staff prepared the summary information located in Appendix F related to auxiliary enterprise operations. Appendix F, Table 1 presents aggregate revenues, expenditures, and net transfers for auxiliary enterprise funds for fiscal years 1990 and 1993. Table 2 provides a listing of various auxiliary enterprise operations established by community colleges in fiscal year 1993.

Nearly all community college districts utilize some auxiliary enterprise operation. As reflected by Table 1, all but 2 of the 39 districts for which data were available generated auxiliary enterprise fund revenue in fiscal year 1993. The City Colleges of Chicago do not maintain auxiliary enterprise operations, but rather contracts out all the services typically run as auxiliary operations. Heartland Community College just became a community college district in fiscal year 1990, and through fiscal year 1993 had not established any auxiliary enterprise operations.

Appendix F, Table 2 presents various types of activities for which community colleges have established auxiliary enterprises. The most common operation is the college bookstore. In fiscal year 1993, 32 districts were operating a bookstore as an auxiliary enterprise. The next most common activities specifically identified as auxiliary operations are child care facilities, food service operations, athletics, and student clubs and activities. Nineteen districts operate child care facilities as an auxiliary enterprise, 17 food service, 13 athletics, and 12 student activities. Among other activities maintained less frequently as auxiliary enterprises are production services, facilities rental, community service activities, farming operations and horticulture, and computer services.

As noted previously, auxiliary enterprises are established with the intention of operating as a self-supporting activity. An examination of aggregate auxiliary enterprise fund revenues and expenditures indicates that nearly half of the districts are able to generate revenue in excess of their expenditures. In fiscal year 1990, 16 districts had auxiliary enterprise fund revenues greater than expenditures. By fiscal year 1993, this number had increased to 20.

While this report does not focus on the revenues and expenditures of the specific activities, it appears that, generally, districts are moving to a more favorable position with regard to auxiliary operations. This is supported by the transitions that occurred between fiscal years 1990 and 1993. During this period, five districts went from a positive variance between revenues and expenditures to a negative variance. At the same time, seven districts, whose auxiliary fund expenditures had exceeded revenues, moved to a position in fiscal year 1993 where revenues exceeded expenditures.

One indicator of the inadequacy of revenues in meeting auxiliary fund expenditures may be the presence of positive net transfers to the auxiliary enterprise funds. Typically, transfers into the auxiliary funds essentially reflect a subsidy to the auxiliary enterprise from the operating funds of the district. As Appendix F, Table 1 reflects, 14 districts had positive net transfers to the auxiliary enterprise funds in fiscal year 1990. Of these positive transfers, 11 occurred in districts where aggregate auxiliary fund revenues were less than aggregate auxiliary fund expenditures. In these instances, subsidies appear to be present. The circumstances related to the other cases are not apparent from the aggregate level analysis.

The same number of districts (14) had positive transfers in fiscal year 1993; however, these were not the same districts in all cases. Nevertheless, there are several districts that appear to be subsidizing aggregate auxiliary enterprise funds. This is reflected by the fact that 11 districts had positive transfers to the auxiliary funds in instances where aggregate revenues were less than aggregate expenditures.

As noted previously, in fiscal year 1993 there were 20 districts whose aggregate auxiliary fund revenues exceeded expenditures. Of these districts, seven were providing net transfers out of the auxiliary services funds. Such practice indicates that the auxiliary enterprises in the aggregate are self-supporting and, in fact, have provided revenue for other funds.

A factor that certainly influences the ability of a district to manage imbalances between revenues and expenditures in the Auxiliary Enterprise Fund is the available reserves in those funds. Depending upon the available fund balance (reserve), a district may be able to absorb expenditures beyond the revenues generated. Likewise, available reserves in the auxiliary funds provide the resources to supplement other funds even when the revenue and expenditure balance would not support a transfer. Although fund balances were not a focus of this analysis, consideration of fund balances in an analysis of specific auxiliary enterprise activities would be appropriate.

A number of observations related to the auxiliary enterprise funds have been provided thus far. It is difficult to reach many substantiated conclusions from the data compiled since the most revealing considerations exist with the unique auxiliary enterprises and their operation. The figures do reflect, as one would expect, that the amount of revenues and expenditures associated with the auxiliaries increase from peer group to peer group as the size of the institutions increase. Those districts reporting aggregate auxiliary fund revenues in excess of expenditures are dispersed among all peer groups as are districts whose aggregate expenditures exceed revenues.

Analysis and data from the report were provided to the colleges for their review in responding to the IBHE PQP directives.

**Transfer Rate Analysis**. During the past year, the Illinois Community College Board produced a study entitled *Calculating Transfer Rates: Examining Two National Models in Illinois*. The Illinois community college system is actively participating in the national debate on transfer rates. As a part of the ICCB's cost-effectiveness and accountability initiatives, the ICCB has identified tracking of community college student outcomes as a priority for the system. Tracking student cohorts is an established procedure for examining student outcomes. The debate surrounds the composition of the cohorts, the point in time used to define the cohort -- a beginning group or exiting group -- and what is an acceptable length of time to allow students to actually transfer. Two predominant methodologies for calculating transfer rates have emerged nationally. In the Center for the Study of Community Colleges (CSCC) at the University of California-Los Angeles methodology, Cohen and his colleagues track an entering student cohort. The National Effectiveness Transfer Consortium (NETC) working closely with Berman Weiler Associates, an independent education policy firm, track an exiting student cohort. The report provides results of a study where transfer rates were calculated using adaptations of the two national transfer rate models for students enrolled in the Illinois public community college system. It includes an assessment of the transfer model strengths and areas of concern and highlighted issues to be considered when deciding on a transfer rate methodology. The report specified how the national models were operationalized in Illinois and summarized the results. Models other than the two national models discussed in the study exist. Their components were examined more closely, along with the results of this study, to determine components that warrant consideration for inclusion in the Illinois model. **The colleges are encouraged to examine the information in the report and the appended tables and conduct local transfer rate analysis.**

As a result of the study, a transfer rate model was adopted for Illinois community colleges. This model uses, as its primary rate, students who initially enrolled in baccalaureate/transfer programs earning at least 12 semester credit hours in a four-year period and transferred to a four-year college or university within five years of initial enrollment. Of those students entering in fall 1987, 34 percent transferred (see Appendix E for transfer rate data by college). **Colleges are requested to begin monitoring their primary and secondary transfer rates using these data as baseline rates.**

### State-level Accountability and Productivity Initiatives

**Review of State-level Processes and Procedures**. In last year's Accountability and Productivity Report, Illinois Community College Board staff identified a number of procedural changes undertaken to increase productivity. Along with the changes undertaken in fiscal year 1993, additional proposed changes were identified for fiscal year 1994. The following measures were implemented during the past year.

1. The salary survey and faculty/staff data submissions have been consolidated to eliminate duplication and reduce the workload required of the colleges.

2. Program review and PQP reports have been consolidated.

3. The generic course list has been reviewed and sections have been consolidated.

4. The data network has been expanded to reduce tape, printout, and informational mailings.

5. The special populations grant report and Underrepresented Groups report were combined.

6. Rule modifications have been proposed to reduce paperwork involved in claiming enrollments in short-term courses.

ICCB Goals for 1993 and 1994. In September 1992, the Illinois Community College Board adopted goals and objectives for a two-year period. The selection of these goals was based on issues which are of high priority for the community college system and which relate to the Illinois Community College Board's mission and philosophy. Accomplishment of the goals and objectives contribute to the productivity, quality, and priorities of the system. Major initiatives in each of the goal areas in the past year are highlighted below.

*Accountability*. Accountability has been a major focus of the Illinois Community College Board for the past five years. The ICCB firmly believes that to ensure a high-quality education at a reasonable cost the performance of the system should be evaluated and the results communicated to the public. In addition to established accountability mechanisms like recognition, program approval, program review, and graduate follow-up studies, the ICCB has identified new initiatives to enhance the accountability of community colleges.

- *VISION 2000 - Statewide Strategic Plan*. The Illinois community college system unveiled its strategic plan entitled "Vision 2000: Charting a Course for the Future" at a statewide leadership conference on December 3, 1993. Approximately 425 people representing all 49 colleges participated in the event.

  The plan is designed to chart the course for community colleges as they address the needs of their respective communities and of the state as a whole as the new millennia approaches. The plan is structured around five broad themes: teaching/learning, student access and opportunity, accountability, community, and resources.

  Vision 2000 was developed in a collaborative effort involving the ICCB, the Illinois Community College Trustees Association, the Presidents Council, the Illinois Community College Faculty Association, the Illinois Council of Community College Administrators, and the ICCB Student Advisory Committee. The plan grew out from a series of 13 town meetings held in spring 1993 across the state through which nearly 750 people representing business, industry, government, and education had direct input into the plan.

  To become a living document, the plan must be internalized by college personnel and implemented at the local level. Sessions at the December 1994 leadership conference will address issues highlighted in Vision 2000.

- *Transfer Rate Model for the Illinois Public Community College System*. Following ICCB discussion and further system input, a methodology for calculating transfer rates for Illinois community colleges was adopted at the March 1994 Board meeting. The methodology was endorsed by the Presidents Council and agreeable to the ICCB Management Information Systems/Research Advisory Committee. The model contains a primary rate and a family of secondary rates. A primary transfer rate is needed to convey consistent, standardized information on transfer behavior at an institution to the public. This primary rate can and should be used in conjunction with secondary rates to convey a more complete picture of transfer behavior and to enable colleges to assist and advise students in their transfer efforts. An "entering" cohort of students forms the basis for the primary rate because of the validity associated with a measure that allows transfers to emerge from a group of students with no prior collegiate-level experience who enter a college at the same point in time. A 12 college credit hour minimum is used because this helps separate occasional course takers from persons who have completed a sufficient number of credits to be reasonably affiliated with a single community college. The 12 hours can be accumulated over a four-year period although most students will earn 12 hours in a shorter period of time. The four-year period will accommodate students who attend on a part-time and/or sporadic basis. The primary rate is for baccalaureate/transfer program enrollment based on previous research indicating these students are more likely to be preparing for transfer. Furthermore, baccalaureate/transfer programs are designed specifically to facilitate transfer. At this time, intent data are not sufficiently reliable to use in the primary indicator. Results from the most recent study show that limiting the cohort to students who indicated an intent to transfer cuts the number of students included in the overall rate in half and diminishes the rate for baccalaureate/transfer students by one-third. Two time periods -- five and ten years -- for evaluation were adopted because, while the majority of students transfer immediately after leaving the community college, urban students have tended to take a longer period of time to transfer.

While a primary rate is needed, one rate does not adequately convey the transfer behavior of community college students. Though the percentage is small, a sizable number of occupational students transfer. A family of secondary transfer rates can address valid questions about specifically defined groups of students being served by community colleges. Hence, a series of secondary rates will be used in conjunction with the primary rate. Separate secondary rates include baccalaureate/transfer and occupational students with an intent to transfer, students in occupational programs without factoring in their intent, entering first-time transfer students without bachelors or higher earned degrees, students who earn Associate in Arts and Associate in Science within four years, and occupational and baccalaureate/transfer students who earn Associate in Applied Science degrees within four years.

Community college Fall Enrollment (E1) and Shared Enrollment and Graduation Files for all public, in-state universities will form the basis of further analysis. Supplemental data will be gathered from selected in-state, private, and out-of-state public and private institutions. Once they become available, Illinois Private College and University Shared Enrollment and Graduation Files will be accessed. These rates will be accompanied by the percentage of the cohort still enrolled at the college. This model will be subject to periodic review.

- *ICCB Employee Appraisal Strenghthened.* An ad hoc committee of ICCB staff devised a new work plan and performance appraisal form to clearly define an employee's responsibilities and create a vehicle to monitor progress toward identified goals, clarify the purposes of conducting employee evaluations, improve the objectivity of the performance appraisal process, provide necessary documentation for salary reviews, and improve two-way communication between supervisors and employees. The new process was implemented in fiscal year 1994.

- *Uniform Financial Reporting System.* As reported in the 1993 Accountability and Productivity Report, legislation passed in 1992 allowed for the Illinois Community College Board to establish uniform financial reporting standards and principles for the community college system. During fiscal year 1994, a uniform financial reporting system manual was completed and disseminated to the colleges. ICCB staff are working with the colleges on implementation and the design of standardized electronic data tables that will be available to all colleges for their use in analyzing their financial status.

- *State Postsecondary Review Entity.* ICCB staff have been cooperating with other educational entities in establishing SPRE standards. The Higher Education Act Amendments of 1992 provided for the establishment of State Postsecondary Review Entities (SPREs) in each state to reduce fraud and abuse in financial aid programs (Title IV, HEA). SPREs will conduct reviews of identified institutions to determine whether those institutions will be eligible to continue participating in student financial aid assistance programs. There are 14 standards to be evaluated. These include consumer protection, financial stability, and measures of institutional success. Institutional success measures include graduation and completion rates, withdrawal rates, job placement rates of graduates in related occupations, rates at which graduates pass licensure exams, transfer rates, full-time employment in the field of study, or military service.

  The Illinois Student Assistance Commission (ISAC) was selected as Illinois' state SPRE. During the past year, ICCB representatives have met with personnel from ISAC and other state agencies to compile information concerning existing state standards and data sources that parallel those set for SPREs. Recently, an ISAC advisory committee was formed to provide institutional perspectives in order to draft Illinois standards. Once the committee has developed standards and complaint procedures, Illinois postsecondary institutions will have opportunities for review and comment in public meetings. Following this, the standards will be submitted to the U.S. Department of Education for their approval.

- *Educational Guarantees.* The Illinois community college system is leading the nation with its statewide, comprehensive guarantee program. In March 1992, the ICCB adopted the "Plan for Implementation of Educational Guarantees" that established a two-year pilot-test phase followed by a one-year implementation phase, making Illinois the first state in the nation to pursue educational guarantees for a statewide community college system. During the pilot phase, 25 community colleges adopted educational guarantees broadly covering baccalaureate/transfer and/or occupational programs. Thirty-five community college districts are participating in the pilot testing. Statewide workshops and local in-services on guarantees have been conducted to assist with local guarantee policy development. In May 1993, the ICCB adopted "Provisional Guidelines for Educational Guarantees" to assist colleges in developing and pilot testing educational guarantees. In June 1994, final guidelines were drafted to replace the provisional guidelines and were circulated to the community college system for input. Final guidelines, which take into account system experience with the pilot testing, systemwide input, and state and national research on educational guarantees, will be presented to the Illinois Community College Board for adoption in the fall.

Community colleges that have adopted educational guarantees for all occupational and baccalaureate/transfer programs include Elgin Community College, Heartland Community College, Illinois Central College, Illinois Eastern Community College, Kaskaskia College, Kishwaukee College, College of Lake County, Lincoln Land Community College, McHenry County College, Moraine Valley Community College, Morton College, Oakton Community College, Prairie State College, Richland Community College, Sauk Valley Community College, Shawnee Community College, South Suburban College, Spoon River College, and Waubonsee Community College. Those that guarantee transfer of baccalaureate/transfer courses are Danville Area Community College, Illinois Valley Community College, Triton College, and John Wood Community College. Those that guarantee occupational programs are Highland Community College and Parkland College.

- *National Governors Association Performance Management Project.* Illinois has been selected by the National Governors' Association (NGA) as one of six states to participate in a project to promote superior performance in workforce development systems, focusing on programs for school-to-work transition, retraining dislocated workers, and assisting disadvantaged adults to enter and re-enter the workforce. The six states -- Illinois, Iowa, New York, North Carolina, Texas, and Washington -- were selected because of their strong workforce preparation systems and accompanying accountability initiatives. Partners in the Illinois project include the Governors Office, ICCB, Department of Commerce and Community Affairs, Illinois State Board of Education, Illinois Department of Public Aid, Illinois Department of Employment Security, and the Secretary of State Literacy Programs. This project will provide Illinois with additional national exposure in workforce development.

  This project will facilitate the development of the next generation of performance management systems which establish measurable state policy goals, policy outcomes, and program outcomes; blend accountability and continuous improvement processes; and require shared/joint accountability across workforce preparation programs and levels of government.

  This 15-month project will require a substantial degree of coordination across workforce preparation providers and initiatives. ICCB staff, as well as representatives from the colleges, will be involved with the project. The Illinois team will be meeting on a regular basis for the duration of the project.

- *Accountability Awards.* At its March 1994 Board meeting, the ICCB presented Awards for Excellence in Accountability focusing on Outcomes for Student Success to Belleville Area College, South Suburban College, and Triton College. The winning programs exemplified the effective use of data, faculty involvement, and monitoring student progress to foster student success.

- *Accountability/Productivity Analyses.* Several studies were conducted by the Illinois Community College Board during fiscal year 1994. Summaries of the studies are highlighted in this report under the section on State-level System Analyses.

***Articulation.*** The Illinois Community College Board believes strongly in the importance of facilitating successful transition for students from high schools to community colleges and from community colleges to universities.

- *Illinois Articulation Initiative.* The Illinois Community College Board, Illinois Board of Higher Education, and colleges and universities across the state are in the process of developing and implementing a major articulation project designed to improve the transfer process for students in Illinois. The initial phase of the project is to develop a statewide transferable General Education Core Curriculum along with the list of courses that would meet the objectives of the curriculum. Students completing this curriculum or any of the courses would be assured that the courses would transfer to satisfy general education requirements at any college or university in Illinois. The General Education Core Curriculum, the list of acceptable courses, and implementation plan have been completed by articulation panels of faculty members and presented to the ICCB and the IBHE for endorsement.

- *Model AA and AS Compliance.* In 1988, the Illinois Community College Board established model requirements for general education in the Associate in Arts and Associate in Science degrees. The models, which were revised in 1991, are designed to articulate with lower-division general education requirements at Illinois colleges and universities. Numerous discussions have been held on community college campuses as faculty and staff worked to align their associate degree specifications with the model requirements. Periodically, the ICCB has reported institutional progress toward meeting this goal. In fiscal year 1994, a review of associate degree requirements was conducted and a subsequent report concluded that all colleges currently are in compliance with the ICCB Associate in Arts and Associate in Science model requirements for general education.

- *General Education Requirements in Associate in Applied Science Degree Programs.* The 1993 inventory of state-level accountability measures identified conformity with general education requirements in AAS and General Associate Degree programs as a standard to be analyzed. In fiscal year 1994, the Illinois Community College Board revised its rule concerning AAS general education requirements. For a number of years, the minimum general education requirement for new occupational (AAS) degree programs has been "no less than 25 percent of the total number of credit hours required for completion." This rule applied only to new programs being requested for approval by the ICCB. It did not apply to existing programs that were approved prior to 1983. The rule revision extended the general education requirements to all degree programs regardless of when they were implemented and placed a minimum general education credit hour component of AAS degrees at 15 semester credit hours rather than the 25 percent level. A report submitted during fiscal year 1994 indicated that only a small percentage of institutions have some AAS degrees which do not meet ICCB rules. Issues culminating from the staff's analysis included the following: there is difficulty in achieving 15 credits of general education in certain highly technical programs; the lack of a definition for general education as it applies to occupational programs is problematic; and increasing numbers of AAS graduates are transferring to universities to continue their studies which warrants consideration of improving transferability of courses in AAS programs. The Board plans further review of these topic in the fall of 1994.

- *Associate in Fine Arts and Associate in Engineering Science Degrees.* Statewide articulation efforts in art, music, and engineering resulted in acknowledgement that the lower-division coursework needed by students with these majors did not fit the Associate in Arts (AA) or the Associate in Science (AS) degree structures. It was recommended that specially designed transfer degrees are needed to enable these students to both complete an associate degree and make a smooth transition to a university. To improve the transfer process for students majoring in the fine arts and engineering, the ICCB developed the Associate in Fine Arts and the Associate in Engineering Science degrees. These degrees were specifically designed for fine arts and engineering majors and were articulated with baccalaureate degree programs in these fields. These two degrees were approved by the ICCB in May 1994 and are now available for all community colleges.

- *Health Professions Articulation.* Shortages of qualified professionals are anticipated in several health care fields. The education community is collaborating to address these shortages. The health professions articulation project is a joint initiative by ICCB, ISBE, and IBHE to develop model articulated curricula in nursing, occupational therapy, physical therapy, and medical/clinical laboratory technology. At a July 1993 statewide conference, four articulation panels were formed to develop model curricula. The health professions articulation panels consist of secondary, community college, university, and private educational institution representatives, along with health care practitioners. Each panel is cochaired by an educator and practitioners and is staffed by ICCB, IBHE, and/or ISBE. Panels are meeting individually to identify competencies at each level, along with corresponding coursework with the goal of shaping model articulated curricula. Draft proposed models are anticipated by early 1995 for systemwide input.

***Teaching and Learning.*** During 1994, several Illinois Community College Board's objectives for teaching and learning were accomplished. The objectives included recognizing colleges for outstanding teaching and learning initiatives and sponsoring a Teaching and Learning Excellence Conference for faculty.

*Teaching and Learning Excellence Conference.* For the past two years, teaching and learning efforts in community colleges have been recognized and highlighted through the ICCB Teaching and Learning Excellence initiative. The 1993 Teaching and Learning Excellence Conference, sponsored by the Illinois Community College Board, Illinois Community College Faculty Association (ICCFA), and the Presidents Council, attracted nearly 200 faculty and administrators to discuss methods and strategies for enhancing the teaching and learning process. The October 1994 conference will provide community college professionals with additional opportunities to share information. Faculty and academic administrators from the ICCB Teaching and Learning Award winning colleges will be asked to present their programs at the statewide conference.

- *Teaching/Learning Awards.* The ICCB presented Awards for Excellence in Teaching/Learning to three colleges at its October 1993 Board Meeting. The winning colleges were the College of DuPage, William Rainey Harper College, and Parkland College. The Teaching/Learning Awards were initiated to stimulate, foster, and reward innovative and effective methods in teaching and learning.

- *ICCB Processes Realigned to Facilitate Consortia Arrangements.* The ICCB has examined its practices, policies, and statutes to ensure that no barriers exist for regional delivery of programs. As a result, the program approval process has been modified to take a broader, regional look at labor market supply and demand to determine the need for additional programs. Proposed rule changes for regional and statewide program planning were presented to the community college system for discussion and comment in spring 1994. ICCB also completed guidelines to assist colleges in delivering programs and courses on a regional basis; for example, through regional consortia and telecommunications, that address basic policy and procedural concerns.

- *State Adult Literacy Report.* In January 1994, the Illinois State Adult Literacy Report (SALS) was produced by the U.S. Department of Education in conjunction with the National Adult Literacy Survey. Several Illinois agencies, including the ICCB, supported the survey to acquire more specific data on literacy skills of Illinois' adults. The supplementary information reflects their performance on diverse tasks dealing with reading, writing and arithmetic demands encountered in every day life. The SALS report indicates that the adult literacy problem is more severe than anticipated. Approximately 24 percent of the adults in Illinois demonstrated skills in the lowest level of prose, document, and quantitative proficiencies (three scales were used, each ranging from 0 to 500: a prose scale, a document scale, and a quantitative scale).

  The report also shows that when respondents were asked to indicate their preferred setting for taking a course or training program, 51 percent indicated a preference of taking courses at a local community college. The report profiles the literacy skills of adults in Illinois and compares their performance with adults in the Midwest region and the nation as a whole.

***Telecommunications.*** The Illinois Community College Board believes that the use of technology as an instructional tool and delivery mechanism has the potential to revolutionize higher education. To that end, it has undertaken major initiatives to encourage greater availability and use of technology for instructional delivery, access to information for instruction, data transfer, and communications. During the past year, the ICCB has enhanced its computer system and increased its efforts to establish networks for data and video transmissions.

- *Telecommunications-based Instructional Delivery.* The Illinois Community College Board remains committed to the development of a statewide telecommunications-based instructional delivery system. During the past year, ICCB and BHE staffs reviewed grant applications from regional consortia for telecommunications equipment, met with each consortia, and awarded grants to establish 124 send/receive sites with $15 million of state funds. An additional $15 million was appropriated for fiscal year 1995.

- *Internet--the Information Superhighway.* By fall 1994, all but three of Illinois' 40 community college districts are scheduled to be connected through Internet. The Illinois Community College Board joined netIllinois in submitting a grant proposal to the National Science Foundation, which netted $250,000 for community colleges in Illinois to connect to the Internet. Internet is popularly referred to as the "information superhighway" and is an international network of computer networks. The network consists of other colleges, universities, and K-12 schools; business; industry; government; health care providers; and others interested in exchanging information electronically. There are over 2.8 million Internet users worldwide (September 1994 Windows Magazine p. 285) with monthly growth of approximately 10 percent. Databases and archives from around the globe are available to users. Internet access should reduce administrative data costs and provide worldwide teaching/learning resources to faculty and students throughout the community college system. Illinois will be among the first states in the nation to have the majority of its colleges on the global information network.

  Internet is based on the Advanced Research Projects Agency Network scheme. Any network using this scheme and the Internet Protocol can access the network. Network access requires a minimal amount of information from computer users. A message can go over the network as long as the data or text are put into an Internet Protocol (IP) packet and the packet is forwarded to a valid address.

- *Illinois Education Technology Summit.* The Illinois Community College Board, in cooperation with the Board of Higher Education, Central Management Services, Illinois State Board of Education, and Lt. Governor's office, provided staff support to the Governor's Illinois Education Technology Summit held in Springfield on April 19. Over 80 representatives of business, industry, labor, education, and government met to begin crafting a five-year statewide plan for further integrating technology and telecommunications into all levels of education. Four committees were formed to address how technology can be used to improve education: organization, technology and infrastructure, applications, and professional development. Community colleges were well represented at the summit with a total of eight board members and college officials attending.

- *Guidelines and Suggestions for Offering Courses Via Telecommunications.* ICCB staff received numerous questions from community college instructional administrators about the implications of current ICCB policies and procedures regarding the offering of courses via telecommunications and/or distance learning. In response to these questions, ICCB staff developed a memorandum providing answers and suggestions on how to handle tuition, ICCB enrollment reporting, and student record keeping. This memorandum was mailed to community college academic administrators and all regional consortia directors in May 1994.

- *ICCB Office Computer Systems.* The entire ICCB staff has access to all information technology/computer systems. The office uses hardware and software that set the standard for the industry. The office operates a Novell network with an IBM PS2 Model 95 as the fileserver. WordPerfect (DOS and Windows) is used for word processing. Spreadsheet applications and computerized slide shows are performed using Quattro Pro. Paradox is the office database. WordPerfect Office is used for electronic mail, scheduling, phone messaging, and other office applications. A separate desktop publishing system uses Pagemaker, Arts & Letters, and Scan Gallery Plus software.

  The IBM RISC/6000 is the office's large computer that accommodates administrative data processing applications. The RISC/6000 is connected to the State of Illinois computer center (BCCS) and the ICCB office network. There are three other connections to the RISC/6000. The first is a fax server which allows staff to send and receive fax messages on their individual computers. The second is a communications server which allows the colleges to send and receive data. The third is a connection to the Internet.

- *Wide Area Network.* Six officially designated pilot sites continue to participate in the electronic data transfer and electronic mail delivery. Ten additional colleges have joined the pilot. The wide area network (WAN) has been expanded to enable the transmission of monthly President's Mailings to colleges who can receive them at a speed that is cost effective. Access to electronic data transfer, electronic mail, and electronic President's Mailings has been expanded to ten additional colleges. During the coming year, the network will be connected to the Internet.

***Workforce Preparation.*** As the state's primary provider of workforce preparation for adults, workforce preparation is a primary mission of the Illinois community college system. It is crucial that the community college system provide training to build a world-class workforce to increase the state's competitiveness and productivity and provide Illinoisans with access to high-quality jobs. Over the last several years, the Board has launched numerous initiatives to enhance the community college system's effectiveness in workforce preparation, including adult education/literacy instruction, occupational and vocational skills instruction, targeted programs such as JTPA and Opportunities, and economic development.

- *Workforce Preparation Awards.* At the May 1994 Board meeting, Awards for Excellence in Workforce Preparation were presented to Belleville Area College, Illinois Central College, and Richland Community College. The winning programs included Project Success, a partnership between an SDA and Belleville Area College, which focused on improving JTPA effectiveness; Illinois Central College's Workforce Preparation Initiative, which combined the efforts of the college with high schools, Caterpillar, and Education for Employment Regional Delivery Systems for an effective school-to-work program; and Richland Community College's Opportunities Program -- a highly successful welfare-to-work program.

- *School-to-Work Transition Initiative.* The federal School-to-Work Opportunities Act is a joint initiative of the U.S. Departments of Education and Labor designed to form partnerships of employers, labor representatives, educators, and others to build a high-quality school-to-work system that prepares young people for careers in high-skill, high-wage jobs. The state of Illinois received a $460,000 federal School-to-Work Opportunities Act planning grant in early 1994 to develop Illinois' comprehensive school-to-work transition system. An Illinois Task Force on School-to-Work Transition was established by an Executive Order in early 1994. This Task Force, composed of business and labor representatives, is chaired by the Lieutenant Governor and is charged with overseeing the design and implementation of Illinois' system.

  In May and June 1994, the Lieutenant Governor, the Illinois Task Force on School-to-Work Transition, and the Interagency School-to-Work Steering Committee hosted six public regional forums across the state to provide information and to receive input on the state of Illinois' initiative. Forums were attended by students, employers, labor representatives, employment training providers, and secondary and postsecondary educators. Summaries of the information received through the forums were developed by staff of the ICCB, the Illinois State Board of Education, the Board of Higher Education, and the Department of Commerce and Community Affairs.

  ICCB participates on the Interagency School-to-Work Steering Committee, which assists the Illinois Task Force on School-to-Work Transition in its efforts to oversee the design and implementation of Illinois' school-to-work system. In addition, the ICCB and the Illinois State Board of Education jointly sponsored a workshop in August 1994 to discuss feedback from the regional forums and to facilitate additional local discussion. It is anticipated that application for a federal implementation grant will be made in early 1995 with a goal of receiving mid-year funding for state and local implementation efforts.

- *Coalition for Manufacturing Performance Through Technology (COMPETE).* The ICCB and the Illinois Department of Commerce and Community Affairs (DCCA) collaborated to conceptualize the COMPETE project and pursued federal "technology reinvestment program" funding. Other COMPETE program partners include the Illinois Manufacturers Association, Illinois Coalition, Management Association of Illinois, Illinois State Chamber of Commerce, Tooling and Manufacturing Association, American Foundrymen's Society, and the Chemical Industry Council of Illinois. The purpose of the coalition is to create a coordinated, statewide manufacturing technology extension program to modernize small- and medium-sized firm operations, enhance their competitive positions, and help them diversify, as necessary, to become less dependent on the defense industry.

  The COMPETE partnership received a commitment in early 1994 for a $1.4 million grant to reimburse expenses associated with the 15-month project. Major COMPETE initiatives will include a technology and modernization information clearinghouse, a marketing analysis service, and a corresponding network of one-stop manufacturing outreach centers that will provide modernization services to targeted manufacturers and/or link them to other needed services via the clearinghouse. DCCA, in conjunction with the Illinois Coalition and the Governor's Science Advisory Committee, will provide funds under Illinois' Technology Challenge Grant program to establish several regional manufacturing outreach centers across the state.

- *Occupational Skill Standards and Credentializing Council.* The Illinois Occupational Skill Standards and Credentializing Council was established by state legislation and includes business and labor representatives. The Council is identifying technical, academic, and workplace skills needed for key occupations in Illinois and developing corresponding credentializing systems. The Council is in the preliminary stages of producing a paradigm for use by subcouncils who will develop specific occupational skill standards. Additionally, the Council is helping identify occupational areas the subcouncils should target, based on criteria such as program enrollments and employment opportunities. Once standards are developed, Illinois education and training entities will use Council developed and national standards to design new curricula and refine existing ones. The ICCB is assisting the ISBE in providing staff support to the Council, and plans to utilize skill standards in the program approval and review processes.

- *Workforce Preparation Special Initiative Grants.* Workforce preparation special initiative grants support innovative efforts at community colleges that maximize the system's ability to meet workforce preparation and related business/industry needs. In fiscal year 1994, a total of $300,000 in grants were awarded to Highland Community College, Illinois Central College, Joliet Junior College, and South Suburban College. Illinois Central College and Caterpillar Inc. entered a partnership with four area high schools to pilot a school-to-work transition project. South Suburban College established a consortium with Moraine Valley Community College and Prairie State College to conduct workforce assessments for area businesses and industries. Highland Community College linked small rural communities in its district through a workforce development resource sharing network. Joliet Junior College developed and initiated a community-centered comprehensive workforce preparation network to provide a coordinated referral service for area residents and businesses. In fiscal year 1995, the grants increased from $300,000 to $500,000 and were awarded to nine community colleges: Belleville Area College, Richard J. Daley College, Highland Community College, Illinois Central College, Joliet Junior College, Olive-Harvey College, Prairie State College, Richland Community College, and South Suburban College.

- *Adult Education Funding.* ICCB staff proposed a revised funding formula in 1991, with the intent of working out details during fiscal year 1992. This initiative was put on hold pending action on adult education governance during 1992 through early 1993. Over the last year, a task force consisting of three community college presidents and three superintendents of public school districts developed recommendations for funding adult education in Illinois, with the intent of having a revised funding formula by fiscal year 1996. The first recommendation of the Task Force called for the development of a cost-based adequacy model for adult education funding. A research committee consisting of ICCB and ISBE staff, with input from adult education practitioners, developed an adequacy model for adult education and forwarded it to the Task Force. The Task Force accepted the adequacy model and forwarded their final report, *Report* *of the Task Force on Adult Education Funding*, in May to the ICCB Executive Director and Interim State Superintendent of Education. In May, the ICCB Board endorsed the recommendations and proposed implementation plan presented in the report. The ISBE presented the report to its legislative and finance committee in June as an item of information. The report will receive further attention in the fall of 1994.

- *Centers for Excellence in Adult Education.* In 1992, the ICCB designated seven Centers of Excellence in Adult Education. The Centers demonstrate innovative methods of delivering adult education through the use of technology and by moving toward a seamless educational system. Currently funded with ICCB special populations grants for special initiatives, each Center has undertaken innovative projects or research to improve adult education throughout Illinois.

  Malcolm X College's Center of Excellence is implementing and testing a variety of innovative instructional methodologies that relate to individual learning styles and personal needs. Richland Community College has created a model program using computer-assisted instruction that links literacy-level courses to college-level courses and evaluates students' academic gains and provides immediate feedback. Waubonsee Community College created a model technology center that integrates innovative, interactive computer technology into the adult education curriculum and also provides services for other community colleges, such as a computer bulletin board with software and hardware information. The College of DuPage's Center of Excellence comprises a series of action-classroom research mini-projects which will demonstrate and promote an effective new direction in adult education. Illinois Central College, in recognizing the need for student accessibility, is focusing on addressing the needs of individuals living in rural areas, as well as urban areas, and how these needs can be met through technology. The College of Lake County has developed a holistic, problem-centered curriculum for adult education that helps students see the interconnection of their educational studies, to build higher-level reasoning skills, and to apply knowledge to a defined problem. South Suburban College has created a bridging model, which provides an education from the literacy level through postsecondary education and provides a cohesive institutional structure to maximize learning. The Centers also conduct research projects through funding from the Secretary of State's Illinois Network for Literacy/Adult Resource Center ($105,000) and provide professional development services through a Illinois State Capacity Building for Adult Literacy Staff Development Project grant ($10,000).

- *Opportunities.* The Opportunities project is a comprehensive education and job placement program implemented at ten community college pilot sites for recipients of Aid to Families with Dependent Children (AFDC). The Opportunities program involves a unique partnership between the college, the ICCB, and the Illinois Department of Public Aid (IDPA) designed specifically to promote self-sufficiency and build self-esteem by providing AFDC students with the necessary tools to succeed at school and in the workplace.

Ten colleges participate in the Opportunities program: Black Hawk College, City Colleges of Chicago, Danville Area Community College, Illinois Central College, Lewis & Clark Community College, Lincoln Land Community College, Prairie State College, Richland Community College, Rock Valley College, and South Suburban College. The colleges work with nearly 4,800 students each month. Program components are designed around federal and state requirements, but target the needs of the individuals in their districts. Since the initial program implementation in fiscal year 1992, the colleges targeted and expanded counseling and tutoring services to further support at-risk students. In addition to educational courses and programs, other services available to the students include financial aid, child care, workshops, and job placement assistance. Anecdotal evidence indicates that the program is successful. During fiscal year 1995, an outside researcher will conduct a program evaluation to document the effectiveness of the Opportunities program.

This unique arrangement enables service providers in the state of Illinois to acquire additional federal reimbursement funds. Illinois is entitled to federal funds, but had been unable to access them without the provision of these specialized services and existing local matching funds provided through the community college system. In fiscal year 1994, the ten pilot sites received a total of $1.6 million in contractual funds from IDPA, and they received $3.7 million in federal reimbursements from the ICCB. In fiscal year 1995, the colleges will again receive contractual funds from IDPA, as well as reimbursements from the ICCB anticipated to exceed $5 million.

- *Self-Employment Training*. Providing entrepreneurs with the tools to launch and develop small businesses is important for Illinois' economy. The Illinois Department of Commerce and Community Affairs (DCCA) operated the Self-Employment Training (SET) entrepreneur training program with state general revenue funds until fiscal year 1993 when funding was eliminated. Recognizing the ongoing importance of this initiative, DCCA and ICCB arranged to continue offering SET courses at the 18 participating community colleges. The arrangement "institutionalized" the instruction within the community college system and enabled other community colleges to participate. Currently, 25 community colleges are offering SET training through either credit or noncredit courses.

***Community College Advocacy***. The Illinois Community College Board believes one of its primary functions is to be an advocate for the system by promoting the system's cost-effectiveness, accountability, and commitment to excellence. A few of the activities undertaken for this purpose are highlighted below.

- *Public Service Announcement Campaign*. In April 1994, the system embarked on its first-ever statewide Public Service Announcement (PSA) campaign aimed at promoting the system as a valuable resource for Illinois. The campaign coincided with Community College Month and the accompanying activities held in Springfield and at campuses statewide. Community college public relations directors, ICCB board members, and staff were involved in designing and implementing the campaign.

Bayer Bess Vanderwarker (BBV), a Chicago advertising agency, generously provided the Illinois community college system with valuable creative input, studio production facilities, and contributed time for producing the radio PSA free of charge. Additionally, BBV provided mailing labels for over 500 newspapers statewide, as well as 85 radio stations, with the "broadest market appeal" in media markets which reached every community college district. Camera-ready ads were forwarded to newspapers and broadcast-quality recordings were distributed to radio stations across the state. In addition, BBV contacted the radio stations where they maintain regular accounts to encourage participation in the campaign. BBV also volunteered to provide follow-up feedback in tracking the campaign's success. As a result of this initiative, the Illinois community college system received an estimated $28,000 worth of free advertising on at least 20 stations throughout the state. The community college system plans on marketing the same campaign in the fall -- when costs will be limited to reproducing the tape and mailing packets and other printed materials and recordings.

- *Capitol Rotunda Displays*. ICCB hosted three Capitol Rotunda Displays in the Capitol Building in Springfield on April 5-7 in celebration of Community College Month. Fifteen community colleges from across the state made their presence known to legislators, government officials, and other State Capitol Building visitors. On each day, the displays effectively "surrounded" the inner Rotunda area with highlights of the programs, services and accomplishments of the Illinois community college system. Participating colleges presented displays with a focus unique to their area -- some used video monitors to showcase programs, while others took a historical approach to their display.

- *Illinois Community College System Foundation*. During fiscal year 1994, an executive director for the Foundation was named. Foundation expansion is being planned including the active financial solicitation of private sector business and industry representatives and the further development and implementation of an extensive marketing initiative designed to promote and enhance the image of, and support for, Illinois' public community college system. An annual event is being planned to raise funds and friends. The foundation will distribute in excess of $16,000 this fall in Illinois Health Improvement Association Scholarships with students at 33 colleges receiving a minimum of $500. Over the past two years, the Foundation has secured funds of $1.15 million for enhancement of the community college system.

## Summary and Conclusions

This report summarizes Illinois community college system accountability, productivity and quality enhancements, including highlights from reports prepared by the 49 colleges, systemwide analyses conducted by Illinois Community College Board staff, and state-level accountability and productivity initiatives. The individual community colleges located across the state are diverse and entrepreneurial. Community colleges are known for their comprehensive curricula dedicated to students interested in transfer, those seeking a new career or upgrading skills for their current occupation and students who need to sharpen their basic skills. Yet, the colleges must strive continually to reposition themselves in a competitive marketplace by identifying underserved educational niches and rapidly responding with solid curricula taught by qualified faculty. The colleges are closely tied to the communities they serve and are held accountable for their offerings by local boards of trustees and tax payers as well as state entities. They are united by their ability to furnish timely, meaningful education and training on demand. They form a community college system united by a statewide strategic plan, a set of statewide goals, and statewide accountability measures that are used to track educational outcomes.

College Productivity Reports. Appendix A contains examples of individual community college productivity and quality enhancements undertaken over the past year. This year, Program Review and PQP reporting were combined resulting in required reporting by the colleges in five broad areas: instruction, academic and student support, overall academic function, administration, and public service. Reported dollar amounts should be interpreted cautiously since the accounting of resource allocations and cost benefits are not comprehensive and may include projections. Reported figures for college initiatives represent combinations of savings, estimated cost-benefits, revenues generated, and reallocations.

In the instructional area, over 475 productivity improvements and quality enhancements were reported. These initiatives will result in $4.4 million in reallocations this year and an estimated $12.1 million over the next five years. College initiatives addressed a variety of issues including teaching and learning; changes brought about by external influences such as technological advancements, emerging labor market needs, and shifting demographics; and alliances being formed with business, industry, and other educational institutions aimed at narrowing the gaps between school and work and between levels within the educational system (high school to community college to university).

Within the academic and student support area, nearly 250 specific productivity and quality improvements were identified. These efforts resulted in annual reallocation of $1.4 million with long-term reallocations estimated at $3.7 million. Since community colleges welcome diverse populations, they have a responsibility to provide comprehensive student support services. Key functions highlighted in college reports included recruitment and admissions, counseling and advisement, financial aid, instructional support, student activities, child care, transfer assistance, career counseling, and job placement.

The colleges reported over 200 overall academic function initiatives. Actions at the local level resulted in nearly $4.5 million in short-term reallocations and an estimated $17.2 million in reallocations over the next five years. The colleges reported a variety of initiatives, including recent enhancements in telecommunications, outcomes assessment and student tracking, professional development programs, and improvements in the scheduling and location of services.

Community colleges reported on their efforts to strengthen administrative operations. Over 250 quality and productivity enhancements were depicted resulting in an estimated $10.3 million being redirected to higher priority activities. Long-term reallocations are projected at $21.5 million. Colleges used varied approaches to improve operations, including closely scrutinizing personnel needs, acquiring sophisticated energy management systems to reduce costs, restructuring management, decreasing insurance costs, and capitalizing on economies of scale available through group purchasing arrangements.

Within the public service area, colleges reported approximately 175 advancements in productivity and quality. The public service enhancements provided an estimated $3.1 million in immediate cost benefits and a projected $13.2 million in long-term reallocations. Some of the approaches used to increase public service productivity included consolidating staffing, cutting mailing and printing costs, and obtaining external funding to support programs that meet documented needs. Public service programming strengthens college ties to their communities and provides educational opportunities to a wide cross section of the district's population. They use college and community facilities that would otherwise remain inactivate at that hour of the day and, generally, are only conducted in instances when they are self-supporting. Carefully constructed public service offerings represent a win-win proposition for the college and the community.

Targeted Questions and Special Analysis. The colleges were directed to respond to a series of questions from the IBHE and follow-up on items included in last year's ICCB *Accountability and Productivity Report for the Community College System*. The following seven areas were targeted for further review at the college level: benchmarking, cooperative arrangements, auxiliary enterprises, intercollegiate athletics, staffing patterns, low enrollment programs, and costs analysis.

The 1993 IBHE report on PQP encouraged the use of benchmarks to achieve productivity improvements in administration, support services, research and public service. Most of the colleges reported that they were either using benchmarks or were in the process of developing them for use in achieving productivity improvements.

The IBHE PQP report contained a series of inquires about college efforts to explore cooperative arrangements to eliminate duplication among institutions, combine low enrollment programs, and employ telecommunications to cooperatively deliver programs and services that expand access. The colleges regularly enter into cooperative agreements with neighboring community colleges to provide access to programs not offered locally. Likewise, community colleges also form cooperative alliances with four-year institutions to provide area residents with increased access to upper division and graduate coursework. Additionally, colleges form cooperative relationships with other community groups including park districts, public and private school districts, YMCAs, Chambers of Commerce and Industry, labor unions, and their area industrial associations. In addressing the issue of cooperative arrangements and resource sharing, each community college discussed the crucial role of regional consortia and delivery of courses and programs through the use of telecommunications-based instructional delivery systems. These two developments are having, and will continue to have, a significant impact on higher education. The bottom line is to provide programs and services for area residents in a cost-effective manner that avoids duplication of services.

The IBHE requested that community colleges examine support for auxiliary enterprises and eliminate the transfer of operating funds from auxiliary enterprise operations by the end of fiscal year 1996. Twenty colleges indicated that auxiliary enterprises currently are self-supporting and nine additional schools intend to achieve self-sufficiency by fiscal year 1996.

The IBHE requested an examination of intercollegiate athletics and directed colleges to phase out state support of these programs by the end of fiscal year 1996 without increasing student fees. Approximately one-half of the colleges currently are complying with the request to not subsidize athletics with state funds. Another 32 percent indicated they would take action to phase out state support for intercollegiate athletics by 1996. However, several colleges indicated that making community college athletics self-supporting simply is not practical. Gate receipts and sponsorships help reduce college costs, but do not provide enough funding to operate the programs. Most colleges support intercollegiate athletics with revenues other than state monies, such as auxiliary funds, student fees, or fund raisers. It should be noted that it is difficult to differentiate between funding sources since community colleges receive funding from various sources including local tax revenues. None of the colleges thought increasing student fees would be necessary to offset the loss of state support for athletics.

The ICCB advocated reviewing the staffing analysis in last year's productivity and accountability report. Staffing ratios were provided at the state level and for colleges within peer groups. A common approach was for colleges to go through the staffing data tables from the previous report and comment on their institution's relative position in comparison to their peers and statewide results. Likewise, many colleges reiterated that every vacancy is scrutinized carefully based on college priorities and goals.

During 1992, the Illinois Community College Board conducted an analysis of low enrollment programs using annual enrollment and completion data submitted by institutions for fiscal year 1991. Enrollment in each discrete (six-digit CIP) program area was examined, and colleges with less than ten students enrolled as majors in each program area were identified. Colleges were asked to examine these programs to determine whether they should be continued. Colleges responded by withdrawing or inactivating 26 percent, increasing enrollments in 15 percent, and closely monitoring while continuing 59 percent. Since 1992, colleges have continued to evaluate these programs. By the end of fiscal year 1993, 18 additional withdrawals had occurred and 20 more programs had increased enrollments. The result, to date, is that less than half (46 percent) of the original group of low enrollment programs remain active. **Colleges should continue to monitor programs with low enrollments as potential targets for restructuring, consolidation, cooperative agreement arrangements or elimination and actions should be summarized in the August 1, 1995, *Combined PQP and Program Review Report*.**

The ICCB encouraged colleges to examine the statewide analysis for various cost categories as presented in the 1993 Accountability and Productivity Report. One specific section of the ICCB report reviewed administrative costs and public service costs at community colleges based on unit cost data. Unit cost figures were compared by peer group using a per full-time equivalent (FTE) student basis. Colleges with relatively high peer group per FTE costs examined the reasons for the above average costs and took action. Another action that was commonly reported included shifting expenditures between categories, which produced more consistent reporting. Other colleges incorporated these data into their annual institutional cost studies.

Specific cost analysis appears to have increased awareness for the continual monitoring of costs relative to other institutions.

State-Level System Analysis. Illinois Community College Board staff conducted seven studies over the past fiscal year on the following topics: administrative cost analyses, retention analyses, transfer rate analyses, minority achievement analyses, remedial education analyses, and auxiliary enterprise funds.

In the administrative cost analysis, "administration" was defined very broadly to include the functional areas of academic support, student services, operations and maintenance, general administration, institutional support, and independent operations. The results of this analysis indicated that two functional areas are growing at a rate above the average for all current funds, specifically, student services and institutional support. It became apparent that a large part of the increase in the student services expenditures may be attributable to a larger percentage of students attending that are receiving student financial aid. In the institutional support category, a greater percentage of current funds have been allocated to cover rising costs. Health care premiums are one item which may be driving institutional costs higher. Other functional area expenditures appear to be growing at a rate equal to or below that of all current funds. Instruction and public service comprise the major portion of current fund expenditures. This would suggest that expenditure increases for current funds are heavily influenced by the amount of funds allocated to instruction and public service. With this being the case, it appears that administration expenditures, as defined in this review, have remained constant or declined from fiscal year 1990 to 1993. One cost area, institutional support, had cost increases greater than the total for current funds. From the data studied, specific reasons for the cost increases cannot be determined. **For the coming year, community college districts should examine closely this cost area to determine what measures can be undertaken to relieve the rising costs and describe them in the August 1, 1995, *Combined PQP and Program Review Report*.**

The retention analysis in the report focuses on institutional and course retention. Data are shown by individual institution, peer groups, and statewide total. The institutional retention analysis was established using a cohort of first-time students enrolled in baccalaureate or occupational programs excluding course enrollees. Calculated retention rates were based on the number of students who graduated, transferred, or were still enrolled five years after entering. The average institutional retention rate for community colleges is 49.5 percent when both full-time and part-time students are included. The average retention rate increased to 51.1 percent when only full-time students are considered. Retention rates varied among colleges. The second major portion of the analysis examined course retention using annual enrollment records for fiscal years 1991, 1992, and 1993. The retention rate was determined by comparing the number of credit hours attempted by those actually earned in a given fiscal year. The student cohort consisted of first-time students enrolling in all community college programs: general associate, baccalaureate/ transfer, occupational, general studies, vocational, adult basic education, or adult secondary education programs. Student's credits were aggregated *by the type of program in which the student was enrolled* (PCS) rather than by the type of course. In fiscal year 1991, 74.1 percent of the credit hours attempted were earned by community college students. By 1993, the course retention rate increased to 75.1 percent. Rates varied by program. In all three years, occupational program students completed more (81.2 percent in fiscal year 1993) of their courses than students enrolled in other programs while adult basic and adult secondary exhibited the lowest course retention (65 percent in fiscal year 1993). However, the greatest increases in course retention over the three-year period occurred in adult education programs. Overall, course retention rates increased for students in four of the seven program areas between 1991 and 1993. **Over the next year the colleges are encouraged to continue to review local data for accuracy, correct reporting errors, and use the retention data in local analysis and as benchmarks for strategic planning goals. Report local initiatives to track and improve retention in the August 1, 1995, *Combined PQP and Program Review Report*.** Further state-level information on retention will be presented later in the year.

The initial focus of the report on minority students in collegiate-level programs is on changes in enrollment and completions between fiscal years 1988 and 1993. This analysis provides a perspective on changes that have occurred over time in minority student participation. Secondly, a cohort group of students who entered community colleges in fall 1987 (fiscal year 1988) were tracked over a five-year period to measure persistence, transfer rates, and graduation rates. Overall, participation of minority students has increased both in terms of enrollment and graduation over the past five years. However, longitudinal data on the fall 1987 cohort indicate that minority student persistence, transfer, and graduation rates lag far behind those of their white counterparts. A number of special programs are designed to improve minority student retention and completion. Although the participation information would indicate that these programs are beginning to have a positive impact, persistence, transfer, and completion remain a problem for minority students. Efforts to increase minority persistence/completion must continue to be enhanced. **During the coming year, community colleges should closely examine their programs, services, and efforts to increase persistence, transfer, and completion for minority students. Local analysis and initiatives should be summarized in a special section on minority student persistence, transfer, and completion in next year's *Underrepresented Groups Report*.**

For the remedial education study, data were compiled on costs, credit hours, and enrollments during the years from 1989 to 1993. Statistics on adult basic and adult secondary education were excluded. These are separate programs for students who have not yet completed a high school diploma. Institutions showing significant gains in the number of remedial credit hours attributed the increases to several factors, including mandatory testing and placement; and the enactment of Public Act 86-0954 (1989) which affects admission to colleges and universities effective fall 1993 and specifies 15 units of high school coursework or the equivalent for admission. Remedial education expenditures for community colleges totalled nearly $40 million last year. Yet, without remedial programs, it is uncertain whether the costs of attrition would be less. In comparison with other areas of instruction, remedial education comprises only 4.8 percent of the total credit hours generated. Remedial credit hours have increased during the past five years, but these increases are not incongruous with those in other areas of instruction. Unit costs for remedial education are less than the costs of occupational credits and comparable to unit costs for baccalaureate/transfer instruction. Providing remedial education demonstrates that institutions have a commitment to student learning and are concerned with student success. In the final analysis, remediation results in greater accountability and increased academic standards.

In the IBHE November 1993 PQP report, colleges were asked to examine their support for auxiliary enterprises and were encouraged to eliminate operating fund transfers to auxiliary enterprises making them self-supporting by the end of fiscal year 1996. ICCB staff prepared tables with aggregate revenues, expenditures, and net transfers for auxiliary enterprise funds for fiscal years 1990 and 1993 and a listing of various auxiliary enterprise operations established by community colleges in fiscal year 1993 were provided. Except for the City Colleges of Chicago, who contract out services typically run as auxiliary operations, and Heartland Community College, which recently became operational, all other schools maintain auxiliary enterprises. The most common operation is the college bookstore (32), child care facilities (19), food service operations (17), athletics (13), and student clubs and activities (12). Aggregate auxiliary enterprise fund revenues and expenditures indicate that nearly half of the districts are able to generate revenue in excess of their expenditures. In fiscal year 1990, 16 districts had auxiliary enterprise fund revenues greater than expenditures. By fiscal year 1993, this number had increased to 20. Of these 20 districts, seven were providing net transfers out of the auxiliary services funds. Such practice indicates that the auxiliary enterprises in the aggregate are self-supporting and, in fact, have provided revenue for other funds. Both positive and negative variances were encountered between 1990 and 1993. Data from the study were provided to the colleges for use in responding to the issues surrounding the funding of auxiliary enterprises in their 1994 PQP reports.

During the past year, the Illinois Community College Board produced a study entitled *Calculating Transfer Rates: Examining Two National Models in Illinois*. Tracking student cohorts is an established procedure for examining student outcomes. The debate surrounds the composition of the cohorts, the point in time used to define the cohort -- a beginning group or exiting group -- and what is an acceptable length of time to allow students to actually transfer. Two prominent models for calculating transfer rates have emerged nationally. The report provides results of a study where transfer rates were calculated using adaptations of the two national transfer rate models for students enrolled in the Illinois public community college system. It includes an assessment of the transfer model strengths and areas of concern and highlighted issues to be considered when deciding on a transfer rate methodology. **The colleges are encouraged to examine the information in the report and the appended tables and conduct local transfer rate analysis.**

State-Level Accountability and Productivity Initiatives. Illinois Community College Board staff implemented several procedural changes to increase productivity. The salary survey and faculty/staff data submissions have been consolidated to eliminate duplication and reduce the workload required of the colleges. Program review and PQP reports have been consolidated. The generic course list has been reviewed and sections have been consolidated. The data network has been expanded to reduce tape, printout, and informational mailings. The special population grant reports and Underrepresented Groups report were combined. Rule modifications have been proposed to reduce paperwork involved in claiming enrollments in short-term courses.

In September 1992, the Illinois Community College Board adopted goals and objectives for a two-year period. Goals were selected based on issues which are of high priority for the community college system and relate closely to the Illinois Community College Board's mission and philosophy. Accomplishment of the goals and objectives contribute to the productivity, quality, and priorities of the system. Major initiatives in each of the goal areas in the past year are highlighted below.

***Accountability*** has been a major focus of the Illinois Community College Board for the past five years. The Board firmly believes that to ensure a high-quality education at a reasonable cost, the performance of the system should be evaluated and the results communicated to the public. Topics addressed in the report in conjunction with accountability include VISION 2000, the Statewide Strategic Plan; Transfer Rate Model for the Illinois Community College System; ICCB Employee Appraisal; Uniform Financial Reporting System; State Postsecondary Review Entity; Educational Guarantees; National Governors Association Performance Management Association Performance, and Accountability Awards.

***Articulation.*** The Illinois Community College Board believes strongly in the importance of facilitating successful transition for students from high schools to community colleges and from community colleges to universities. Topics related to the articulation area included in the report are the Illinois Articulation Initiative, General Education Requirements, Associate in Fine Arts and Associate in Engineering Science Degrees, and Health Professions Articulation.

***Teaching and Learning.*** During 1994, several Illinois Community College Board's objectives for Teaching and Learning were accomplished. The objectives included recognizing colleges for outstanding teaching and learning initiatives with awards and sponsoring a Teaching and Learning Excellence Conference for faculty, ICCB Processes Realigned to Facilitate Consortia Arrangements, and the State Adult Literacy Report.

***Telecommunications.*** The Illinois Community College Board believes that the use of technology as an instructional tool and delivery mechanism has the potential to revolutionize higher education. To that end, it has undertaken major initiatives to encourage greater availability and use of technology for instructional delivery, access to information for instruction, data transfer, and communications. During the past year, the ICCB has enhanced its computer system and increased its efforts to establish networks for data and video transmissions. The following topics are highlighted in the report: Telecommunications-based Instructional Delivery, Internet--the Information Superhighway, Illinois Education Technology Summit, Guidelines and Suggestions for Offering Courses Via Telecommunications, ICCB Office Computer Systems, and the Wide Area Network.

***Workforce Preparation.*** As the state's primary provider of workforce preparation for adults, workforce preparation is a primary mission of the Illinois community college system. It is crucial that the community college system provide training to build a world-class workforce to increase the state's competitiveness and productivity and provide Illinoisans with access to high-quality jobs. Over the last several years, the Board has launched numerous initiatives to enhance the community college system's effectiveness in workforce preparation, including adult education/literacy instruction, occupational and vocational skills instruction, targeted programs such as JTPA and Opportunities, and economic development. The following initiatives are highlighted in the report: Workforce Preparation Awards, School-to-Work Transition Initiative, Coalition for Manufacturing Performance Through Technology (COMPETE), Occupational Skill Standards and Credentializing Council, Workforce Preparation Special Initiative Grants, Adult Education Funding, Centers for Excellence in Adult Education, Illinois Network for Literacy/Adult Education Resources Grants, Illinois State Capacity Building for Adult Literacy Staff Development Project Grant, Opportunities, and Self-Employment Training.

***Community College Advocacy***. The Illinois Community College Board believes that one its primary functions is to be an advocate for the system by promoting the system's cost-effectiveness, accountability, and commitment to excellence. The Illinois community college system provides programs and services that can benefit all citizens in the state. Activities highlighted in the report include the Community College System's Statewide Public Service Announcement Campaign, Capitol Rotunda Displays, and the Illinois Community College System Foundation.

Community colleges have a demonstrated ability to provide accessible, high-quality educational programs and services in a cost-effective manner that continues to attract national attention.

> "Community Colleges are the unsung heroes of America's system of upward mobility."-- Robert Reich, U.S. Secretary of Labor ...
>
> "The community college is one of the last vestiges of the American Dream in education: affordable, reasonably open access, a tremendous number of committed people ... They train people in areas where there are actually jobs."-- Laurel McFarland, economist. (The Wall Street Journal, August 12, 1994)

The contents of this report document that the Illinois community college system is not satisfied with the status quo and is embracing priorities, quality, and productivity. Change is inevitable and the Illinois community college system welcomes the accompanying challenges to prioritize activities and carefully monitor costs and outcomes to further strengthen programs and services and build capacity.

Appendix A

## COLLEGE PRODUCTIVITY IMPROVEMENT AND QUALITY ENHANCEMENT TABLES

Illinois Community College Board

Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| Belleville | Created new transfer English course for returning adult students |
| | Enhanced Aviation Pilot Training program |
| | Inactivating/withdrawing Agricultural Business & Supply, Building Maintenance, Machine/Computer Operations, and Office Machine Repair |
| Black Hawk | Increased support for instructional computer use in Business Education |
| | Revised & distributed brochures to publicize Education & Protective Service |
| | Awarded Early Intervention & Foster Parent grant for Child Development program |
| | Utilized telecommunications to deliver additional Interpreter Training courses |
| | Increased high school recruitment in Civil Technology |
| | Needed Radiologic Tech equipment purchased through Trinity Medical Center |
| | Secured candidacy status for PTA Accreditation |
| | Received joint funding for Emergency Medical Service equipment from Illini Hospital |
| | Improved recruitment materials and activities in Respiratory Care |
| | Secured accreditation for Respiratory Therapy |
| | Upgraded ABE/ASE interactive computer hardware/software |
| | AS 400 Lab established for Computer Information Processing |
| | Improved cooperative program with WIU including marketing and follow-up with new students, organizing and cataloging library materials, collaborating on Tech Prep initiatives, and enhancing minority outreach systems with K-12 districts |
| | Developed Tech Prep communication consortium articulation agreements with schools |
| | Integrated new software into Technical Communications courses |
| | Purchased on-line computer system for Auto Repair Technology and increased weekend classes |
| Chicago-Daley | Upgraded computers in Accounting |
| | Strengthened Manufacturing Technology program |
| | Withdrawing Computer Electronics, Telecommunications Technology, Transportation (AAS, Advanced Certificate), Commercial Photography, Drafting & Machine Design & Physical Education |
| | Increased efforts to monitor course articulation for the generic degree |

Illinois Community College Board

Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| Chicago-Malcolm X | Withdrawing Mid-Management Program<br>Added entrance requirements, fully staffed lab, and added practicum to Accounting<br>Developing Phlebotomy Certificate for Medical Laboratory Technology<br>Strengthening support services for Office Information Systems to increase retention |
| Chicago-Olive-Harvey | Upgrading computers in Accounting<br>Developed Architectural Technology Tech Prep Partnership with area high schools<br>Funded Architectural Technology summer intern site location through Tech Prep grant Developing Architectural Technology transfer guides with IIT, SIU, and Purdue University<br>Upgraded Architectural Technology CAD Lab<br>Developed brochures and promotional materials for Architectural Technology<br>Added 3 hospitals and 3 nursing homes for Basic Nursing Assistant training<br>Added Alzheimers Training Segment to Basic Nurse Assisting program<br>Upgraded anti-virus software in vocational computer labs<br>Strengthening GED curriculum at South Chicago Learning Center<br>Participating in Chicago Far Southside Economic Environmental Scan Project<br>Cooperative Education program inactivated |
| Chicago-Truman | Implemented standardized placement tests for English and Math<br>Developed pre-credit program for students not meeting minimum requirements<br>Increased release time for Communications department chair for ESL oversight<br>Added four full-time faculty to Communications to meet increased demand<br>Established exit testing for English 101<br>Purchased materials to enhance computer lab<br>Provided professional development for communications faculty and implemented mentoring program for part-time faculty<br>Combined foreign language classes and purchased foreign language audio-visual materials & equipment. Funded faculty professional development<br>Added/upgraded instructional materials, equipment, and software for Drafting & Machine Design and began new basic and advanced certificates |

Illinois Community College Board

Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| | Purchased Sayette Datashow projection and computer station and Scantron Test Scoring unit for Accounting through Perkins funds |
| | Conducted additional professional development and computer training in Accounting and formed an advisory board. Conducting self-study for Assoc. of Collegiate Business School Programs. Four faculty participated in private sector Vocational Practicum Instruction |
| Chicago-Washington | Increased computer lab capacity |
| | Withdrawing Architectural Tech Programs (formerly City-Wide program) and inactivating Financial Management program |
| | Obtained Advisory Committee input to strengthen Mechanical Engineering program ties to the workplace |
| | Initiated plans for an Advanced Certificate in Mechanical Engineering |
| | Purchased tax software and provided training for instructors |
| | Withdrawing Advanced Certificate in Administration & Management |
| | Sabbaticals being used to upgrade computer skills for Administrative Assistant/Secretarial Science faculty |
| | Purchased networking software for LAN LAB in Administrative Assisting, Clerk Typist, and Office Information |
| | Phasing out Secretarial programs in Administrative Assisting, Medical, Legal, and General Office |
| | Improving Pre-Engineering Statics and Dynamics in consultation with Advisory Committee & University counterparts |
| | Transferred Day Certified Nursing Assistant program to Dawson Technical Institute |
| | Obtained supplementary computer software program for Registered Nursing program |
| | Inactivated the Legal Transcriber program |
| | Purchased CAD/CAM software for Computer Numerical Control and computers with network cards |
| | Purchased CAI computer programs for Electronic Machine Repair |
| | Transferred Furniture Upholstery program to Truman College |
| | Inactivating Machine Shop & Machine Tool & Die programs |
| | Purchased transcriber for student use in the Medical Transcription program |
| | Added computers to Offset Printing pre-press network and obtained two-color press |
| | Obtained additional computer software for Practical Nursing students |

Illinois Community College Board

Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES [1]

| District | Instructional Initiative Description |
|---|---|
| Chicago-Wright | Withdrawing Commercial Art program |
| | Reduced course offerings in Word Processing and Office Information System due to declining enrollment |
| | Organized an Institutional Effectiveness Committee |
| Danville | Revised programs in Automotive Technology, Manufacturing Engineering, and Electronics Technology |
| | Established minimum entrance requirements in math and communications for Automotive Technology |
| | Purchased ink jet plotter for Manufacturing Engineering CAD room; purchased AutoCAD v12 site license for 35 stations and 6 copies of SmartCAM software with Perkins funds |
| | Eliminated Service Electronics certificate and Computer Operations program |
| | Received donated conventional machine tooling equipment |
| | Developed 2 new AAS programs -- Computer Communications and Networks & Office Support Specialist |
| | Upgraded lab with 25 new IBM 486 personal computers through grant funding |
| | Perkins funds purchased 6 copies of SmartCAM software for Manufacturing Engineering |
| | Obtained local business donation for IBM Platinum Series software for lab |
| | Upgraded physics lab to utilize computer interface |
| | Arranged engineering cooperative agreement with U of I and SIU |
| | Grants funded upgrade to math and science labs with 486 IBM computers |
| | Augmented math statistics courses with computer packages and expanded use of computers for instruction in math |
| | Grant funds purchased new physiography equipment for sciences computer interface |
| | Improved safety by installing independent ventilation systems for chemistry stations |
| | Hired a Developmental Education instructor to meet student demand |
| | Established "Banking Focus Group" to strengthen Financial Management programs |
| | Grants funded enhanced instructional capabilities in Accounting through computers |
| | Received donated laser disk for Accounting |
| | Designed Total Quality Management Principles Business course and included job search skills in the curriculum |
| | Upgraded Office Systems curricula |

### Illinois Community College Board

### Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| DuPage | Upgraded/augmented anthropology coursework with computer simulation |
| | Reassigned Business Law faculty to Sociology based on student demand |
| | Implementing plans for English Writing Center for writing across the curriculum |
| | Continuing to improve English articulation with high schools and four-year universities |
| | Formed an English composition sequence review committee and conducted workshop on English faculty advising and counseling |
| | Working with area professionals and Advisory Committee to increase enrollment |
| | Included part-time Facility Management faculty in 1993-94 advisory committee meetings |
| | Expanding sites for EMT-A and EMT-P Program clinical sites |
| | Grants purchased mannequins and skeletons for Fire Science |
| | Developed foreign language course in Italian Civilization and Culture |
| | Reallocated existing position in German to Japanese based on demand |
| | Developed plan to upgrade 32 computers and acquire 12 new printers |
| | Developed new physical education courses and purchased required equipment |
| | Purchased X-Ray Phantoms and materials for Radiologic Technology |
| | Implemented a Co-op program for Radiologic Technology students |
| | Instituted outreach program to encourage participation by at-risk students |
| | Created 10 new developmental courses, added computer-based instruction and learning modules, and provided faculty professional enrichment on computer applications |
| | Developed new selected topics courses in social sciences and exploring interdisciplinary courses |
| Elgin | Traded old Truck Driving equipment and purchased a used tractor and trailer |
| | Established a piano loan agreement with Kawai |
| | Negotiated an In-Residence Ensemble partnership with Elgin Symphony. |
| | Purchased used machinery for Industrial Manufacturing Technology. |
| | Established Medical Lab Tech program with area hospitals using their facilities and equipment |
| | Implemented new curriculum at all upper-level ESL |
| Harper | Added home care nursing experience to nursing and updated nursing curriculum with computer simulation |
| | Strengthening nursing student communication skills, problem solving, & critical thinking |

## Illinois Community College Board

### Table A-1

### INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| | Eliminating a coordinator position in Office Careers |
| | Developing 3 certificates and planning to eliminate AAS in Real Estate |
| | Added 2 new anthropology courses and strengthening articulation |
| | New art facilities allowed doubling of ceramics enrollments |
| | Reforming International Business -- streamlining certificate requirements, developing internship, & attempting to reach additional foreign born students |
| | Eliminated Business Information Systems AAS & Certificate |
| | Consolidated electronics course scheduling |
| | Co-list Electronics & Architecture Technology courses with noncredit |
| | Increased class size in secretarial programs |
| | Eliminated summer classes and High School career orientations in Refrigeration & AC |
| | Scaled down foreign language immersion weekend activities |
| | Offered new philosophy ethics course, course placement strategies & integrating critical thinking and problem solving across the curriculum |
| Heartland | Increased outcome orientation in behavioral sciences |
| | Revised and combined Office Technology coursework |
| | Upgraded to Wordperfect 6.0 & Pagemaker 5.0 |
| | Purchased 30 Compaq 486 computers for lab with software |
| | Purchased transcription machines for Office Technology |
| | Upgraded Peachtree Software (DOS 7.0 and windows) |
| | Purchased Data Show software for Small Business Management |
| | Purchased Compaq computer with docking station for Small Business Management |
| | Started a Children's Resource Center in Early Childhood Education |
| | Developed Welding Technology program in Manufacturing |
| | Expanded computer-aided writing (CAW) to all composition courses |
| | Designed additional programming courses in Computer Information Science |
| | Redesigned algebra sequence and began Calculus I & II courses |
| | Upgraded computer printers in academic support & library services |
| | Added library security system to minimize loses and employed work study students to reduce personnel costs |
| Highland | Revised accounting for nontransfer students |
| | Upgraded computers in Office Technology & Word Processing |
| | Made Adult Education (ABE/ASE) self-supporting |
| Illinois Central | Continued Fields of Future Project Agriculture program with WMBD local radio station's support |
| | Received donated automotive parts from General Motors |

Illinois Community College Board

Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| | Became a designated Outreach Center for training Ford Motors Automotive technicians and received donated interactive computer system |
| | Participating in a national study of Tech Prep Programs being conducted by Mathematics Policy Research, Inc. |
| | Developing an electronic car as an integration project of Tech Prep including physics, math, and mechanical technology |
| | Working with 3 educational employment regions and 4 high schools on a Workforce Preparation initiative |
| | Implemented selected occupational programs at the Illinois River Correctional Center |
| | Expanded Career Information Day |
| | Eliminated Fire Science and Legal Assisting certificates. |
| | Inactivated the Secretarial program |
| | Added programs in Phlebotomy, Microcomputer Software Specialist, and Interpreter Training |
| | Developed a non-Western component in the Arts and Science degree with a series of international studies classes |
| | Using telecommunications to transmit Interpreter Training courses to Black Hawk |
| | Expanded the services of the Child Care Connection grant |
| | Computerized the physical sciences programs with HELPS lab |
| | Added Mathematics software and experimental math programs |
| | Minimum English and math placement tests required for entrance |
| | Developed additional tutorial labs for developmental subject areas |
| | Installed the computerized PALS lab for developmental education |
| | Revised General Education Requirements for AA/AS to meet state model |
| IL Eastern-Frontier | Purchased new computers equipment & suppies for Office Careers |
| | Increased access by providing on-site Industrial Quality instruction |
| | Utilizing part-time faculty in economics in lieu of full-time position |
| | Recruitment in history increased credit hours and reduced per student costs |
| | Revised political science, sociology, and psychology coursework to include issues of race, ethnicity, and gender |
| IL Eastern-Olney | Obtained donated material for welding program from an area firm |
| | Purchased additional computers and tables for new Office Careers computer lab |
| | Providing instruction with additional part-time faculty in economics |
| | Recruitment in history increased credit hours, reduced per student costs |
| | Revised political science, sociology, and psychology coursework to include issues of race, ethnicity, and gender |

Illinois Community College Board

Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| IL Eastern-Lincoln Trail | Inactivated Cosmetology, Petro Clerical, and Petro Secretarial and plan to withdraw in FY 1995 |
| | Providing instruction with additional part-time faculty in Economics |
| | Recruitment in history increased credit hours and reduced per student costs |
| | Revised political science, sociology, and psychology coursework to include issues of race, ethnicity, and gender |
| IL Eastern-Wabash | Upgraded computers, software, and printers in Office Careers |
| | Revised Machine Shop Technology curriculum |
| | Upgraded transcribing machines in Legal Secretarial program |
| | Providing instruction with additional part-time faculty in economics |
| | Recruitment in history increased credit hours and reduced per student costs |
| | Revised political science, sociology, and psychology coursework to include issues of race, ethnicity, and gender |
| IL Valley | Eliminated 1 full-time Electronics faculty member |
| | Replaced senior instructor with new person in Plastics |
| | Increased class sizes in mathematics |
| | Replaced 2 senior instructors with new people in English |
| | Reduced 1 position in Secretarial programs |
| | Increased Computer Science class sizes |
| Joliet | Developed an action plan for improving CIS/Microcomputer degree. |
| | Eliminated 7 certificates in Administrative Secretarial Sciences: Typewriting, Machine Transcription, Machine Shorthand, Data Entry, Gregg Shorthand, General Clerk, and Calculating Machines |
| Kankakee | Articulated accounting courses with area secondary school |
| | Revised Administrative Assistant curriculum and upgraded with computer equipment |
| | Updated Tool & Die equipment with an optical comparater & surface grinder and continued to operate with part-time faculty |
| | Updated to Wordperfect for Windows in Office Assistant program |
| | Upgrading and modernizing in Medical Lab Technology to help working Lab Techs meet new licensing requirements |
| | Updated Computer-Aided Drafting equipment to current version of autocad and added memory |
| | Upgraded Computer Information lab software materials |
| Kaskaskia | Eliminating Associate of Applied Science Degree in Heating & AC |
| | Eliminating Fashion Merchandising degree |
| | Purchased computers, software, accessories, & networks in Computer Information Systems |
| | Purchased new equipment for Industrial Technology |

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Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| | Purchased new equipment for Certified Respiratory Therapy |
| | Purchased new equipment for Nursing |
| | Purchased new computers, computer accessories, and software |
| Kishwaukee | New international studies course offered in spring 1994 |
| | Secured aliance with Patten Industries to strengthen the Power Equipment Program |
| | Changed advanced accounting classes to evenings only |
| | Reduced day accounting classes |
| | Eliminated Business Data Processing certificate |
| | Eliminated Accounting AAS degree |
| | Consolidated course offerings in Manufacturing Technology, Office Systems, Manufacturing Technology, Welding & Drafting |
| | Maximized enrollments by using waiting lists in closed classes--filled an additional 200 seats |
| | Upgraded PCs for students in Office Systems, Data Processing, & Accounting |
| | Installed computer network in Office Systems and upgraded WordPerfect |
| Lake County | Participated in Baxter Labs Program |
| | Revised Food Care program, eliminating full-time faculty position |
| | Purchased a demonstrator Abbott CCX Chemistry Analyzer for Medical Lab Tech/Phlebotomy |
| | Combined 4 health and physical education positions into 2 positions |
| | Admitted 20 additional nursing students by employing part-time instructors |
| | Received donated equipment for Medical Lab Tech/Phlebotomy |
| | Purchased computer presentation system for Accounting and reduced staff by a one-half time faculty position |
| | Reduced Real Estate staff by a one-half time faculty position |
| | Increased marketing of Library Media technology |
| | Provided one library faculty member with training on instructional techniques for telecommunications |
| | Purchased additional software for CAD Drafting Technology |
| | Upgraded equipment with a computerized surveying instrument for Civil Technology |
| | Acquired new equipment for Mechanical Design Technology - a universal tensile tester control system |
| | Hired 1 additional faculty member in Criminal Justice to meet enrollment demands |

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Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| Lake Land | Upgraded the Accounting Program with computers |
| | Revised curriculum in Architectural Construction Technology and expanded/upgraded computer lab. Received donation of Timberline Software |
| | Recommended banking courses and internships be incorporated into Management program |
| | Designed and implemented a new developmental reading course in test-taking strategies |
| | Redesigned the English as a Second Language courses from 1 credit to 2 credits |
| | Expanded S O E activities and partnerships in Manufacturing Technology |
| | Modified course material and sequence to coincide with 2+2+2 & Tech Prep in Manufacturing Tech |
| | Offered new course in physical education adult fitness based on interest |
| | Offered fitness classes to staff without cost to encourage employee wellness |
| | Received grant to replaced heating system for welding lab |
| | Established Technology Division programs in cooperation with IDOT |
| | Contracted with Danville Correctional Center to provide educational programs |
| | Developed program with John Deere in Agriculture |
| Lewis & Clark | Strengthening the Banking and Finance program in conjunction with the American Institute of Banking |
| | Revised Desktop Media/Communication curriculum |
| | Expanded Drafting and Computer-Aided Design lab hours |
| | Assumed a leadership role in regional public library through the Library Technology program |
| | Eliminating the Welding Certificate |
| Logan | Expanded Practical Nursing and Associate Degree Nursing programs based on demand |
| | Provided new Medical Laboratory Technician, Surgical Technician, and Occupational Therapy Assistant programs through consortia |
| | Approved additional microbiology and interpersonal skills courses |
| | Started mandatory ASSET testing for all career programs |
| | Reduced supplies and materials costs in welding and encouraged faculty retraining |
| | Planning to eliminate Drafting program |
| | Combined math sections to reduce instructional costs and created new Math course emphasizing quantitative reasoning and logic and new developmental Math course |

Illinois Community College Board

Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| | Created sociology course on Diversity in American Life and a course on Introduction to Special Education |
| | Increased monitoring of course section enrollments to maximize social science enrollments |
| | Strengthened microbiology staff, labs, and added courses |
| | Increased monitoring of course section enrollments to maximize life sciences enrollments |
| | Adding computer-assisted instruction in all English writing courses and increased monitoring of course section enrollments to maximize English enrollments |
| McHenry | Withdrew Agri-Business & Service & Supply specialty |
| | Eliminated landscaping emphasis in Horticulture |
| | Modified Emergency Medical Services to realign with industry/student needs |
| | Inactivated Industrial Management program |
| | Increased staffing in Office Systems technology due to enrollment growth |
| | Added demonstration multimedia software in selected accounting courses |
| | Conducting an in-depth program review of Business Management short-term certificate programs |
| | Redefining core Manufacturing Technology courses for majors |
| | Acquired inspection software for Mechanical Technology |
| | Incorporated Manufacturing Systems Technology Center within CAD-related courses by "networking" CAD Lab to Center CAM equipment |
| | Inactivating Retail Option in Marketing |
| | Strengthening planning/communication relationship with area tool and die industry leaders |
| | Becoming self-supporting in physical education/health/wellness |
| Moraine | Installed 32 station network that combined communications & math labs |
| | Eliminated part-time instructor in linguistics |
| | Combined French III and IV class instruction |
| | Eliminated position in political science |
| | Purchased additional student microscopes for anatomy/physiology lab |
| | Purchased models and equipment for biology, environmental science, general chemistry, microbiology, engineering physics, and organic chemistry |
| | Purchased equipment for health fitness center |
| | Received donated supplies for Medical Lab Tech computer lab |
| | Received donated supplies for phlebotomy |

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Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| | Enhanced recruitment for Business Administration |
| | Phasing-out Industrial Supervision program |
| | Received IBM RS/6000 computer and software from IBM for Mechanical Design/Drafting/CAD |
| | Updated Welding program equipment |
| | Increased access to off-campus credit programs by opening centers in underrepresented areas of the district |
| | Received grant to expand Family Literacy reading program in Robbins |
| | Revised the reading program to integrate critical skills for success -- reading, writing, and thinking |
| Morton | Eliminated AAS Program in Drafting Technology |
| | Created new course in Electricity for Refrigeration & AC |
| | Eliminated full-time faculty positions in Electronics Technology, Welding, Mathematics, and Physical Education |
| | Replaced senior faculty member with new person in psychology |
| Oakton | Reconfigured curricula in finance into an integrated Financial Information Services program |
| | Obtained donated equipment in Building Energy Systems Technology |
| | Reconfigured and streamlined Materials Management curriculum |
| Rend Lake | Realized cost savings by building an air conditioning training unit instead of purchasing it in Ag Mechanics program |
| | Cooperative effort with Southern Illinois Collegiate Common Market, initiated programs in Medical Lab Tech, Surgical Tech (ORT), Occupational Therapy Assisting, Surgical technology, and Occupational Therapy Assistant |
| | Received FULD Foundation grant through SICCM to purchase computer and printer for ADN faculty |
| | Added full-time art instructor based on demand |
| | Added Interpersonal Communication course in Arts & Communications |
| | Realized costs savings by building auto performance center |
| | Offered Food Preparation courses at night to reach working students and increased recruitment in Culinary Arts |
| | Introduced computers in developmental writing |
| | Achieved full CPR accreditation for all first aid instructors and acquired the services of two part-time instructors who are first aid instructor trainers |
| | Replaced selected weight training equipment |
| | Strengthened Industrial Electronics prerequisites by increasing math requirement to college algebra and added speech |

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Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| | Updated all Industrial Electronics course outlines with learner outcome statements and transferred in one additional faculty member |
| | Expanded Health and Safety Training across many small industries in the district |
| | Offering certified programs in Occupational Health & Safety to local business and industry |
| | Received OSHA certification training for instructional staff |
| | Updated all Industrial Service Technology course outlines to include learner outcome statements and added robots, automation, and integrated systems including basic hydraulics, basic pneumatics, & computers |
| | Combined lecture sessions in selected compatible biology and physics courses |
| | Received grants from IBHE to train area high school math and science teachers |
| | Added Biology for Nonmajors and Contemporary College Mathematics designed for the Associate of Arts |
| | Introduced human cadaver dissection in anatomy/physiology courses |
| | Received grant funds to create computer-based instruction for three developmental math and algebra courses |
| | Received funding to develop computer-based Math for Allied Health Careers |
| Richland | Entered partnership with two major hospitals for ADN program |
| | Added a technical design course to Industrial Drafting |
| | Initiated Apprenticeship Task Force for college, area high schools, and industry |
| | Promoting cooperative agreement between the college & the American Institute of Banking |
| | Integrating stress management and decision-making strategies in introductory psychology and included site visits into second year classes |
| | Offered sociology in a mini session for summer 1994 |
| Rock Valley | Incorporated Integrated Management with other management programs |
| | Developed a marketing plan and employed a full-time coordinator for Materials Management |
| | Activated advisory committees and revised catalog descriptions in Technical Writing |
| | Installed computer projection equipment in math |
| | Increased prerequisites for biology major area courses |

Illinois Community College Board

Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| | Computerized tutoring schedule for developmental studies and saved clerical time |
| | Eliminated position in Computer-Aided Mechanical Design |
| | Grants and donations purchased equipment for a new metrology lab in Quality Engineering |
| Sandburg | Discontinued Banking Finance credit program |
| Sauk Valley | Inactivated Solar Energy certificate |
| | Inactivated Industrial/Business Safety certificate |
| | Obtained donated equipment for Heating, Refrigeration AC & Solar Energy from local manufacturing firms and restructured AAS degree |
| | Obtained donated equipment for Electronic Technology from local manufacturing firms |
| | Received funding to purchase computers and software in the Learning Assistance Center |
| | Completed restructuring of AAS degree in Computer Information Systems |
| | Completed restructuring of AAS degree in Mechanical Design |
| Shawnee | Planning to purchase computer software in Accounting |
| South Suburban | Created additional faculty positions in mathematics and computer science |
| | Completed 5-year plan to enhance mathematics instruction through the use of computer technology |
| | Completed study of student support in mathematics in Academic Assistance Center and developed materials, catalog, and handbook for tutors |
| | Created DACUM process for Pharmacy Technician AAS degree |
| | Inactivating Real Estate AAS degree |
| | Integrated Social Work/Mental Health programs into Human Services |
| | Inactivating the Welding program |
| | Revised the Fire Science curriculum and coordinated it with Prairie State |
| | Facilitated Publishing & Printing curriculum revision with DACUM process and purchased new equipment |
| Southeastern | Forming an advisory committee for the Cosmetology program |
| | Strengthening Cosmetology courses to reflect Illinois Department of Professional Regulations guidelines |
| | Studying demand for establishing a part-time Cosmetology evening program and updating & modernizing facilities |
| | Dropped 4 courses from the education curriculum and updated and added outcome objectives to Education courses |
| | Producing an English program brochure and updating Fire Science brochure |

Illinois Community College Board

Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| | Created a new EMT advisory committee with representatives of fire, safety, and law enforcement agencies |
| | Increased monitoring of off-campus EMT classes to assure uniformity and quality |
| | Strengthened Basic Fire Fighting course outlines and added learner outcomes |
| | Created a new Basic Fire Fighting Advisory Committee with representatives of area fire, safety, and law enforcement agencies |
| | Updated and revised all Forestry course outlines with learner outcomes |
| | External funding helping provide recognition to Forestry business partners |
| | Strengthening the Occupational Follow-up Study procedures |
| | Computer software will be incorporated into Forestry Learning lab and instructor was replaced at a lower rate |
| | Conducting a promotional campaign and adding an advisory committee for Industrial Electronics. A DACUM approach is being utilized, course outlines are being revised with learner outcomes, the general education requirements are being enhanced, robotics coursework is being added, and marketing efforts are increasing |
| | Eliminating Industrial Electronics certificate program at the main campus, but retaining it at the correctional center |
| | Plan to offer an AAS Degree in Industrial Maintenance at the main campus |
| | Implemented an Industrial Advisory Council |
| | Updated Law Enforcement brochures, revised course outlines with outcome statements, and reviewed course offering patterns |
| | Created an advisory committee for the division of Public Safety |
| | Revised course outlines in music |
| | Building a new theatre for music, the arts, and other community gatherings |
| | Updated all psychology course outlines and strengthening ties between part-time faculty, the chair, and full-time faculty |
| | Revised Secretarial Science curricula and strengthened course prerequisites |
| | Eliminated the Medical, Legal, and Executive Secretarial certificates |
| | Developed individualized instructor professional development plans in Secretarial Science. Replaced Secretarial Science instructor at a lower salary |
| Spoon River | Purchased new equipment for Agriculture Business Management, Automotive Technology, Data Processing, Office Systems Technology, Diesel Tractor Technology, Practical Nursing, Nursing Assistant, and Electronics Technology |
| | Approved addition of microbiology and interpersonal skills courses |

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Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| | Revised the Electronics Technology and Registered Nurse curricula |
| | Developing a new Associate Degree Nursing program and new courses and programming schedule for transfer & vocational skills curricula |
| | Reduced costs by eliminating low enrollment course sections in humanities |
| | Revised AA & AS general education requirements to meet ICCB's model |
| | Developed baccalaureate skills and general education objectives |
| State Community College | Updated the Accounting/Data processing lab and Desktop Publishing lab |
| | Preparing a needs analysis for the Graphic Arts AAS program |
| | Initiated a student Economics Club |
| | Studying the need for a mathematics lab |
| | Developing a Mass Communication curriculum |
| Triton | Developing a social science course on How Trends in Technology are affecting the work place |
| | Eliminated 2 full-time political science faculty |
| | Provided a sabbatical for creation of Latin American Civilization courses |
| | Upgraded the geology weather station to include Doppler Radar System |
| | Using Independent Learning Lab for computerized pretesting in psychology |
| | Adding to Anthropology Primate Skeletal and Hominid fossil collections |
| | Added an introductory course in sociology in assessing learning outcomes |
| | Added Infusion Pump Interactive video to Associate Degree Nursing collection |
| | Revised the Practical Nurse curriculum to meet the changing roles |
| | Added equipment to Radiologic Technology, examining administrative needs |
| | Undergoing reaccreditation process in Respiratory Care, added 900 C ventilator |
| | Withdrew the Medical Lab Tech program |
| | Employing full-time temporary faculty member in Basic Addiction Counseling |
| | Added a realtime unit for the Ultrasound Medical Sonography lab |
| | Revised Early Childhood curriculum to meet transfer guidelines and DCFS guidelines |
| | Considering inactivating Long-term Care Administration and Neonatal Pediatric Respiratory Care |
| | Purchased Gamma Camera for Nuclear Medicine as recommended by Advisory Committee and Accrediting Agency |
| | Added a surgical mannequin and a laparoscopy set to Surgical Technology |
| | Productivity increased in Quality Control as full-time instructor teaches more sections |

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Table A-1

## INSTRUCTIONAL PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Instructional Initiative Description |
|---|---|
| | Added new equipment and updated Air Conditioning curriculum |
| | Updated hardware and software for Engineering Tech Design and Drafting |
| | Added additional pre-press equipment to Photo Offset & Graphic Arts |
| | Discontinued Business Management Finance, Information Systems, and Mail Delivery programs |
| | Developed three areas of concentration in Business Management based on Advisory Committee input |
| | Purchased new computers for the Office Assistant program |
| | Purchased computers and paperless writers for Court Convention Reporting |
| Waubonsee | Increased computer-assisted instruction in Accounting |
| | Developed new courses for Adult Education ITD Center, revised curriculum |
| | Developed courses to meet multicultural requirements in General Education |
| | Revised the Architectural Drafting curriculum to integrate new software and hardware, developed 2 new biology courses and upgraded another course |
| | Purchased new computer hardware and upgraded software for Computer-Aided Drafting |
| | Upgraded Desktop Publishing with more powerful computers and software |
| | Updated course content in earth science |
| | Enhanced use of computer-aided instruction in Economics and Sociology |
| | Expanded course offerings in Heating, Ventilation & AC |
| | Added a full-time faculty member in the Machine Tool program |
| | Revised scheduling patterns to increase productivity in Office Careers |
| | Mandated entry-level reading levels for psychology courses |
| | Enhanced the marketing plan for Quality Assurance and Control |
| Wood | Surveyed students who dropped out of the Accounting & Bookkeeping |
| | Identified and investigating low completion rates in Business |
| | Investigating sharing faculty between Office Careers and Business |

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Table A-2

## ACADEMIC AND STUDENT SUPPORT PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Academic and Student Support Initiative Description |
|---|---|
| Belleville | Obtained CD-Rom Network for library newspapers and magazines |
| | Established cooperative agreement with public library system |
| Black Hawk | Reorganized financial aid office for greater efficiency, access, and cost containment |
| | Conducted staff training to improve customer service and productivity in financial aid office |
| | Upgraded computer hardware/software in financial aid office to improve accuracy/timeliness of reports |
| | Expanded peer counseling services and student contracts |
| | Updated Career Resource Center holdings |
| Chicago-Olive-Harvey | Planned LRC's future purchase of computer equipment for linkage with State of Illinois library consortium |
| | Recommended obtaining software to enhance career development and job placement services |
| | Recommended preparing resume books to present graduates to potential employers; and implementing a referral/hire tracking system to inform departments of student hires and referrals |
| | Established the CLEAR LAB to provide computer services for the composition/reading lab |
| | Implemented microcomputer project to enhance instructional network |
| | Improved registration procedures through the use of year-round registration establishing separate sites to register new students and returning students |
| Chicago-Truman | Initiated the "Each One Reach One" student recruitment campaign |
| | Expanded outreach activities for the Truman/Lakeview ALSP Bridge Program |
| | Held High School Days; visited counselors at high schools to promote student recruitment |
| | Initiated an Information Center to assist with student recruitment |
| | Provided staff development workshops to assist with student admissions and recruitment |
| | Coordinated the Adopt-a-School Program |
| | Enhanced the Adventures in Science Pre-College enrichment program |
| | Extended Counseling Center hours to using existing Counseling Center staff |
| | Extended Weekend College Director's responsibilities to include administration of Pre-Credit Program |
| Chicago-Wright | Expanded course offerings with 500 sections offered at lower cost under new contract |

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Table A-2

## ACADEMIC AND STUDENT SUPPORT PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Academic and Student Support Initiative Description |
|---|---|
| Danville | Utilized computer technology to expedite processing financial aid data and reporting and to extend office hours |
| | Improved flow of student traffic in financial aid office through improved mailings to students |
| | Initiated more phone contact with students regarding financial aid |
| | Purchased career development software |
| | Improved outreach activities for career planning and placement through coordination with JTPA |
| | Offered on-site registration at area businesses |
| | Combined Registrar and Admissions Director duties |
| | Increased the number of hours for which students can register without seeing a counselor from 6 to 11 hours |
| | Worked to assure student satisfaction through a customer service satisfaction survey and monthly staff meetings |
| | Decided to hire a new counselor for FY 1995 |
| | Developed monthly counseling reports to determine need and quality of services |
| | Developed and implemented student satisfaction surveys regarding counseling and advisement |
| | Counseling and advisement office created pre- and post-registration checklists for the students to use |
| | Developed faculty advisor handbooks and Math/English prerequisite flow charts |
| | Implemented rotating Counselor/Advisor schedules for appointments, walk-ins, phone inquiries, and administrative time |
| | Utilized faculty advisors for counseling and advisement |
| | Ordered ASSET Placement exams through Belleville Area College's consortium agreement |
| | Updated and revised forms in the records office for staff and student use |
| | Utilized administrative computer system to improve productivity in the records office |
| | Purchased telecommunication device for the deaf |
| | Purchased learning tools to assist students |
| | Equipped the Writer's Room with new computers equipment and modified room structure to eliminate need for extra supervisor |
| | Expanded support service hours to make financial aid, registration, counseling and advisement, and cashier's office services more accessible to students |

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Table A-2

## ACADEMIC AND STUDENT SUPPORT PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Academic and Student Support Initiative Description |
|---|---|
| DuPage | Improved LRC-public services through off-campus computer access to LRC regional centers and replacement of CD-ROM matrix printers with laser printers |
| DuPage | Improved career planning and placement services through an expanded job search guide, review and evaluation of services and activities, and implementation of the AIMS initiative |
| Harper | Increased student activity fees to increase revenues |
| | Decreased LRC staff by two positions |
| | Participated in several LRC partnerships in distance learning alternatives |
| | Developed courses and module to help faculty incorporate critical literacy and information literacy in their curriculum and modules |
| | Merged health services with Physical Education Athletics and Recreation Division to share resources and expand wellness concept |
| | Reduced admissions staffing |
| | Developed a touch screen information system for use in some buildings |
| | Coordinated regular registration efforts with Continuing Education registration |
| | Postponed replacement of LRC director one year |
| | Reduced walk-in services for tutoring |
| Heartland | Coordinated districtwide college recruitment night for area high schools |
| | Developed in-house student newsletter to facilitate student retention |
| | Conducted districtwide articulation program for high school counselors |
| | Completed computer hook-up with ISU SIS system for on-line articulation |
| | Conducted first orientation for new students/parents/spouses |
| | Developed and printed curriculum guides for all programs |
| | Developed student handbook to assist with retention |
| | Implemented adviser training program and developed adviser handbook |
| | Established student employment (Federal Work Study) program as one means of providing financial assistance |
| | Added the first two full-time academic advisers and developed academic advisers manual |
| | Developed "Early Warning" system to identify at-risk students |
| | Completed assignments for all academic advisers to include a second area of responsibility |
| | Augmented advising staff through use of two ISU graduate student interns and cross training of select Business Office staff to assist in advisement |
| | Implemented success contracts for probation students as an advisement/retention tool |
| | Continued implementation of computerized SIS |

Illinois Community College Board

Table A-2

## ACADEMIC AND STUDENT SUPPORT PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Academic and Student Support Initiative Description |
|---|---|
| | Installed software in career planning and placement office for students to complete resumes |
| | Formed partnerships to identify work openings to post in career planning and placement office |
| | Planning to hire full-time coordinator of financial aid office |
| Illinois Central | Consolidated campus visits and tours to the enrollment management office |
| | Streamlined and sequenced pre-enrollment steps including high school visits, advisement, registration, orientation, and enrollment |
| | Sending newsletter from enrollment management office to high school counselors each semester to facilitate admissions/recruitment |
| | Remodeled student services/admissions office to increase student access |
| | Implemented modem hook-up for job placement and matching services |
| | Used electronic transmission of student data for federal financial aid |
| | Incorporated financial aid processing for correctional facility programs within financial aid office |
| | Implemented electronic exchange of student transcripts |
| | Developed and implemented a new student orientation program |
| IL East-Frontier | Formed task force to make recommendations on student retention |
| IL East-Olney | Increased interdepartment communication to provide information to students on student services |
| | Increased attendance at seminars on student advisement |
| | Increased number of financial assistance recipients by providing workshops |
| | Evaluated recruitment and admissions procedures |
| | Reorganized cultural activities committee |
| | Built additional parking facilities and used student government representatives on committees to improve auxiliary services for students |
| IL Valley | Used Internet to reduce phone charges |
| | Reduced expenditures for the library |
| | Installed monitors with VCRs; save on student employees |
| | Improved computerization and reduced paperwork in student services office |
| | Conducted job fairs on campus to assist with job placement |
| | Mailing mini-resumes in less than 12 hours of request to improve job placement services |
| | Added new computers for improved records management |
| | Added electronic transmission on Pell grants and Illinois student loans |
| | Merged the U.S. Dept. of Education's Direct Lending pilot project and Cashier's Office |
| Kankakee | Modified student recruitment direct mail practice |
| | Modified student grade report to improve student records |

Illinois Community College Board

Table A-2

## ACADEMIC AND STUDENT SUPPORT PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Academic and Student Support Initiative Description |
|---|---|
| Kishwaukee | Cut back on evening advising/registration time from 9 p.m. to 8 p.m. during peak registration |
| | Raised student advising requirement for counselor or faculty advisor's signature from 12 to 15 credit hours at time of registration |
| | Implemented standardized "Pre-requisite Exception Form" and procedures |
| | Purchased talking computer software for use by visually impaired students |
| | Increased efficiency of admissions/student services by including the request for transcripts within existing "Welcome to Kishwaukee College" letter |
| | Improved admissions process by implementing on-going evaluations of all high school and college transcripts and recording evaluation results on student database |
| | Notified financial aid recipients of new federal application procedures |
| | Initiated group loan counseling sessions for all first-time Stafford Loan borrowers to meet federal requirements |
| | Completed the first of a three-step effort to develop and use new computer program to review performance of students on financial aid |
| | Increased efficiency of financial aid office through use of PCs |
| | Organized 2 training workshops for Counseling and Student Development Center student workers |
| | Increased outreach to high school special needs personnel and at organizational meetings to assist with student admissions and recruitment |
| | Provided focused personal contact and services for at-risk students to assist with retention |
| | Reduced counseling office expenditures by using the mail instead of the phone to obtain counseling materials |
| Lake County | Purchased/installed automated library information system |
| | Reduced part-time library staff use to computerization |
| | Eliminated full-time library clerical staff through retirement |
| Lake Land | Secured computers for use in tutoring from grant programs |
| | Designed and implemented a limited number of early assessment sessions |
| Lincoln Land | Increased academic advisement staff |
| | Reconfigured Student Development Services to better meet student needs |
| McHenry | Developed a long-range plan for networking the college campus to efficiently accommodate computer assisted instruction activities |
| | Acquired/installed mainframe terminal for efficient recording of student performance results |
| | Purchased/installed an on-line computer-assisted, job-seeking referral source for student use |

Illinois Community College Board

Table A-2

## ACADEMIC AND STUDENT SUPPORT PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Academic and Student Support Initiative Description |
|---|---|
| Moraine | Purchased cards for LRC PCs to establish link to campus network |
| | Participated in NILRC group purchases of supplies, materials, and teleconferences through the LRC |
| | Upgraded LRC film collection |
| | Purchased two microfilm reader/printers to provide access to retrospective periodical collection in LRC |
| | Improved LRC periodical bibliographic records to improve patron access |
| | Eliminated 38 periodical subscriptions in the LRC |
| | Installed and enhanced software on automated library system |
| | Reorganized physical space in LRC office and technical services area to provide a more efficient work environment |
| | Joined the SMRHEC consortium reciprocal LRC borrowing program |
| | Processed 500 reserve items in the LRC to initiate Kaplan Testing Services |
| | Modified LRC facilities to support expansion of reference collection |
| | Implemented Dynacom Integrated Information System through LRC/Instructional Technologies to deliver classroom instructional materials via fiber optics technologies |
| | Upgraded LRC/Instructional Technologies computer lab |
| | Purchased backup hardware for LRC/Instructional Technologies lab |
| | Expanded network connection for greater scheduling flexibility and software access |
| | Added portable printers in LRC for use with laptop PCs used by staff at off-campus functions |
| | Implemented automated, on-line degree audit system for records and special projects |
| | Implemented touch-tone registration system |
| | Implemented collegewide prospective student information system |
| | Used part-time recruiters to recruit for career programs |
| | Obtained employer contributions for job listing and on-campus recruitment |
| | Used dislocated worker (JTPA) grant to provide 38% of salaries/benefits for job placement center staff |
| | Increased part-time personnel to expand assessment services to students |
| Parkland | Constructed larger space to allow for more assessment/placement testing without adding staff |
| Parkland | Revised and expanded advisement function |
| Oakton | Added two half-time positions (reallocated from other departments at the college) and made other preparations for new assessment testing requirements |

Illinois Community College Board

Table A-2

## ACADEMIC AND STUDENT SUPPORT PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Academic and Student Support Initiative Description |
|---|---|
| Prairie State | Purchased touchtone registration system |
| | Purchased degree audit software |
| | Hired job placement specialist |
| | Established Project Opportunities Program |
| Rend Lake | Increased accessibility and availability of preservice and inservice training for child care resource and referral functions |
| | Increased child care services to teens, shift workers, and parents of special needs children |
| | Provided conference training/administrative support for instructors to develop co-op (work experience) placements in their programs |
| | Expanded Career Center activities for high school students |
| | Expanded recruitment mailings and telephone calls |
| | Contracted with area high schools to share Rend Lake College counselor |
| | Increased efficiency and record-keeping capabilities for the Early School Leaver program |
| | Expanded outreach activities for the Early School Leaver program |
| | Initiated training agreements with JTPA to allow college to enroll Federal and Institutional Workstudy students in JTPA summer youth program |
| | Initiated electronic transmission of financial aid/enrollment information to the U.S. Dept. of Education and the Dept. of Veterans Affairs |
| | Utilized on-line computer to RLC system in JTPA Client Service Center |
| | JTPA and the Skills Center collaborating to offer open-entry/open-exit classes for the dislocated worker population |
| | Installed Illinet On-line in LRC for searching research libraries in Illinois |
| | Installed on-line system (SILO) in LRC for searching periodical collections |
| | Began initial organization of Illinois Satellite Network |
| | Revised the college's strategic plan; prioritized recommendations for next 5 years and added cost analyses |
| | Assumed administrative responsibilities over the Menard and Big Muddy River Correctional Facilities College Educational Programs using grant funds to defray costs |
| | Installed new statewide computer system for the Single Parent/Displaced Homemaker Program |
| | Increased number of students receiving services from the Single Parent/Displaced Homemaker Program and increased the number of workshops and field trips available for program participants |
| | Conducted resource development activities |
| Richland | Enrolled additional veterans |
| | Increased Opportunities program staff |
| | Expanded Opportunities office space and added Inner-City Center |

Illinois Community College Board

Table A-2

## ACADEMIC AND STUDENT SUPPORT PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Academic and Student Support Initiative Description |
|---|---|
| | Offered 4 new Workforce Preparation classes for Opportunities program |
| | Developed retention initiatives for the Opportunities program |
| | Conducted a variety of transfer center activities |
| | Conducted a variety of activities in conjunction with the Black Student Association |
| Rock Valley | Increased efficiency of LRC |
| | Added full-time Coordinator of Vocational-Technical Education Targeted Populations |
| | Employed part-time ESL tutor |
| | Computerized tutor schedule and reorganized tutors' student files system |
| | Improved efficiency of counseling/advisement service for walk-in traffic |
| | Revised orientation to better serve students in reading classes |
| | Implemented flexible staff schedules for better coverage of heavy traffic periods |
| | Purchased new multipurpose desks to provide flexible seating for classes, testing, group counseling, and PALS |
| | Updated computer network system for better student access to library resources |
| | Increased room usage, efficiency, safety of student center |
| | Held 4 major fund-raising events for intercollegiate athletics |
| | Expanded computerized capabilities in job placement office to assist students in writing resumes and conducting job searches |
| | Increased student worker productivity in job placement office by adding PC to work stations |
| | Increased financial aid computer services for students and utilized electronic transmissions of data for federal financial aid |
| Southeastern | Developed tracking system for students provisionally admitted to the AA/AS programs and all students whose assessment/placement test scores indicate a need for developmental coursework |
| | Obtained equipment and software to expand CD ROM-based resources |
| | Established policy to bill faculty for materials/equipment not returned to the LRC |
| | Developed orientation program to introduce part-time off-campus faculty to the LRC |
| State Community College | Recommended performing feasibility study for computer-assisted learning system |
| | Recommended conducting athletics feasibility study |

Illinois Community College Board

Table A-2

## ACADEMIC AND STUDENT SUPPORT PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Academic and Student Support Initiative Description |
|---|---|
| Triton | Expanded/updated equipment and material inventory in the LRC |
| | Implemented intensive tutor training program to ensure quality tutoring services through the learning assistance center |
| | Developed writing-across-the-curriculum materials |
| | Increased use of the television and radio stations by external agencies |
| | Worked with Triton Foundation to promote and award scholarships |
| | Upgraded computers for administrative functions |
| | Provided training courses for staff and faculty on instructional computing |
| Waubonsee | Provided instructional technology in academic computing center |
| | Implemented New Academic Advising Model and added advisement staff |
| Wood | Initiated student counseling appointments through admissions office to ensure students complete the admissions process |
| | Increased computer technology to process transcripts, enrollment verifications and loan determents |

Illinois Community College Board

Table A-3

## OVERALL ACADEMIC PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Overall Academic Initiative Description |
|---|---|
| Belleville | Secured external grant to supplement Faculty Development budget |
| | Increased minimum class sizes |
| | Developed telecommunications consortium network |
| Black Hawk | Reallocated dollars and space for Western Illinois Education Consortium telecommunications |
| | Developed a faculty-driven Teaching/Learning Professional Resource Center |
| | Reallocated dollars to the Academic Support Center for collaborative learning/tutoring, CAI, & study groups |
| | Increased class size to achieve cost-effective instruction |
| | Reorganized and downsized Learning Resource Center (LRC), BIS, and counseling to achieve human resource efficiency |
| | Provided computer access to magazine subscriptions in LRC |
| | Increased and upgraded academic computer hardware, software & telecommunications infrastructure |
| | Re-engineered enrollment data gathering process following a TQM process |
| | Increased revenue generated by swimming pool & recreation programs |
| | Upgraded skills of rural workers through the Manufacturing Technology Consortium |
| | Strengthened academic advising through training and improved handbook |
| | Reduced meeting costs by microwave transmitting 900 hours of committee work |
| | Shared courses and curricula between campuses via microwave transmission |
| | Installed computer networks in East Campus Academic labs to expand services and extended the useful life of computers |
| | Provided space for the Cooperative Extension Service on campus |
| | Implemented Regional Cooperative Agreement for Interpreter Training courses (2nd year of degree) |
| | Articulated course work with European countries in the International Student Exchange FIPSE |
| | Relocated direct services to Building 3 Annex |
| | Improved technology & managerial training for Department Chairs |
| | Provided additional training to supervisors on policy and practice |
| | Improved labor/management collaborative negotiation of contracts |
| | Implemented Voluntary Separation Early Retirement Program for faculty |
| | Provided faculty, staff, & student exchange and professional development programs in an international initiative |
| | Improved staff development with new handbook and revised appraisal process |
| | Utilized telecommunications to deliver additional courses. |

Illinois Community College Board

Table A-3

## OVERALL ACADEMIC PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Overall Academic Initiative Description |
|---|---|
| Chicago-Malcolm X | Planning to expand weekend and daytime offerings |
| | Modified support service hours of operation to increase accessibility |
| | Automated computer-generated transcript program in Student Services |
| | Implemented an automated campus-based financial aid package that performs calculations and prints award letters |
| Chicago-Olive-Harvey | Supported necessary professional activities; e.g., conferences, workshops, and continuing education |
| | Strengthened the academic support function with additional staff |
| Chicago-Truman | Increasing retention with an Academic Early Warning System |
| Chicago-Washington | Inactivating duplicative programs |
| | Completed faculty staffing study and recommending additional full-time faculty |
| | Increased professional development |
| Chicago-Wright | Implemented new Board mandate testing and assessment program, now required for all students entering the college. |
| Danville | Implementing distance learning through the regional consortium |
| | Using classroom management software to allow on-line scheduling and reduce paperwork |
| | Increased usage of used textbooks |
| | Utilized Continuous Improvement teams to improve customer service |
| | Obtained an Internet link to expand information access and sharing |
| | Implemented an Employee Improvement Program to strengthen standards of instructor performance |
| | Used successful referenda funds to improve instruction |
| | Increased faculty recruitment and retention initiatives |
| | Purchased upgraded instructional equipment |
| | Aligned course starting and ending times to facilitate scheduling |
| | Increased professional development training on computers based on survey results based on a campus-wide needs assessment |
| | Increased faculty/staff multicultural awareness through International Consortia membership |
| | Obtained Illinois Consortium for International Studies Program grant for faculty development |
| | Developed educational guarantees |
| DuPage | Established a faculty-chaired Student Outcomes Assessment committee |
| | Implemented a Probationary Student advising plan to increase contact with students who are experiencing academic difficulty |
| | Sponsored numerous faculty staff development programs for full and part-time employees |
| | Strengthening part-time faculty knowledge of articulation and advisement |

Illinois Community College Board

Table A-3

## OVERALL ACADEMIC PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Overall Academic Initiative Description |
|---|---|
| | Established a new supplementary student Writing Assistance Center |
| Elgin | Increasing class sizes |
| | Studied staffing needs carefully before replacing departing faculty and moving to consolidate staffing |
| | Restructuring the initial salary placement for new faculty |
| | Increased class sizes and implemented a faculty bonus plan |
| | Contributions from the Elgin Community College Foundation strengthened the overall academic program |
| | Automated library system savings supported netIllinois Internet connection |
| | Reorganized Special Services and Academic Support to better serve students and implemented a comprehensive tracking system |
| Harper | Consolidated Weekend College offerings to make more complete program |
| | Reduced travel, part-time staff, faculty released time, printing, and supplies |
| | Broadened the population of new students required to take assessment tests and see student development faculty |
| | After research, allowed some ACT scores to substitute for college placement tests resulting in time savings for students and reduced costs for the institution |
| Heartland | Formed instructional administrators in team to encourage resource sharing |
| | Built a 7-year projection model for credit hour projections and staffing needs |
| | Planning to increase full-time staffing over the next 7 years |
| | Hired additional faculty on 12-month contracts to eliminate the need for more administrators |
| | Used team meetings to modify class scheduling process |
| | Continued staff development on assessment & TQM processes |
| | Formed all faculty into three Learning Outcomes Departments to assess general outcomes in communications, problem solving, & cultural diversity |
| | Integrated recruitment, assessment, and orientation |
| | Improved master scheduling |
| | Provided widespread training on the new computer system |
| | Moving to make ABE/ASE self-supporting |
| | Received donations for telecommunications equipment, facilities, and leased transmission lines |
| | Implemented evaluative questionnaire in Academic Support Center |
| | Reviewed and revised assessment materials for better student placement |
| IL Central | Increase class scheduling with additional weekend, late afternoon, short-duration, and distance learning |

Illinois Community College Board

Table A-3

## OVERALL ACADEMIC PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Overall Academic Initiative Description |
|---|---|
| | Title III grant created a Teaching/Learning Center, enhanced advisement and additional professional development |
| | Expanded Distance Learning Technology applications |
| | Developed Illinois River Correctional Center with widespread Involvement by academic areas |
| | Expanded program offerings through cooperative agreements |
| | Integrating computers and distance learning throughout the college |
| | Networked computer labs to more efficiently schedule and use software |
| | Reorganized and consolidated departments and divisions |
| | Enhanced the new employee orientation process |
| | Provided professional development for faculty focusing on multicultural topics |
| IL East-District | Performed internal staff reassignments in Adult Education |
| IL East-Frontier | Participated in Noel/Levitz "Connections" staff development |
| IL East-Wabash | Consolidated offices in English as a Second Language and eliminated part-time secretary |
| | Improved remedial program management with a full-time coordinator |
| Illinois Valley | Increased length of the academic calendar |
| | Obtained access to additional off-campus sites |
| Joliet | Increased recruitment of nontraditional students to meet an internal benchmark |
| | Improving student achievement through an Institutional Research project |
| | Developed a quiz bank system in the Academic Skills Center |
| | Strengthening ties in secondary school articulation |
| | Improving academic advisement |
| | Expanding the Learning Resource Center's CD Rom network |
| Kankakee | Developing a plan to assess overall student performance |
| Kaskaskia | Strengthening resource sharing and Learning Resource Center |
| | Hired a librarian and part-time clerk for the Learning Resource Center |
| | Attempting to arrive at an affordable arrangement to have a librarian on a 12-month contract |
| | Developing a cooperative resource sharing plan with Shawnee Library System and Southern Illinois Resource Sharing |
| Kishwaukee | Conducted analysis of Saturday classes to reach break even points |
| | Developed assessment objectives for each curriculum |
| | Automated the production of student and athletes' progress reports |
| | Automated student athletes' current class load for minimum credit hour eligibility check |
| | Improved the quality of recruitment tools for all divisions |
| | Combined Advisory Committee meetings |
| | Itemized Summary of Recruitment Activities |

Illinois Community College Board

Table A-3

## OVERALL ACADEMIC PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Overall Academic Initiative Description |
|---|---|
| | Purchased a recruitment display for use by all divisions |
| | Began using a multipurpose scholarship application to increase access and reduce paperwork |
| | Started English follow-up testing earlier to begin instruction sooner |
| | Canceled courses due to low enrollments |
| | Reduced Forensics coach monetary compensation with released time |
| | Used part-time instructors rather than one full-time faculty to cover a sabbatical |
| | Division canceled 26 sections of low enrollment classes in business and technology |
| | Eliminated full-time faculty position in Electronics |
| | Changed OfFice Systems class from individual to classroom instruction |
| | Developed a two-year schedule rotation in office Systems that reduced part-time staffing needs |
| | Offered several Drafting courses simultaneously |
| | Combined the Accounting and Marketing/Management Advisory Committees |
| | Opened ABE/ASE/ESL Learning Lab utilizing CAI technology |
| | Organized Recruitment and Retention Committees for Adult Education |
| | Improved follow-up on inquiries about Adult Education |
| | Established an interactive distance learning classroom |
| | Combined administration of placement tests with high school recruitment visits |
| Lake County | Received external funding for Dwight D Eisenhower Math and Science education |
| | Received a grant for the Undergraduate International Studies & Foreign Language program |
| | Received a grant from the Trustmark Foundation to strengthen educational programs |
| | Established computerized testing in the Learning Assistance Center |
| Lake Land | Began first phase of Distance Learning System |
| | Rewrote all course outlines for developmental courses with measurable outcomes and objectives |
| | Exploring the coordination of academic calendars between Lake Land and Eastern Illinois University |
| | Conducted a campus-wide rewrite of course outlines to include measurable outcomes |
| | Became a site for baccalaureate completion courses from Eastern |
| | Expanded assessment to include all degree-seeking students and/or those students wishing to enroll IN Math or English courses. |
| Lewis & Clark | Relocated Career and Employment Services to the Learning Resources |

## Illinois Community College Board

## Table A-3

## OVERALL ACADEMIC PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Overall Academic Initiative Description |
|---|---|
| | Center to improve access |
| | Added information from the Department of Employment Security to Career and Employment Services databases which are available through the college network |
| | Automated Financial Aid eligibility checking |
| Logan | Obtained Title III grant to enhance computer network and Learning Resource Center services |
| | Switching keyboarding from typewriters to computers in Executive & Legal Secretarial & Information Processing |
| | Increased monitoring of course section enrollments to maximize career enrollments |
| | Employed 6 new full-time faculty based on demand |
| | Obtained Title III grant to enhance student assessment, orientation, and counseling |
| | Obtained Title III grant to enhance Learning Resource Center computer network and services |
| McHenry | Expanded scheduling of classes in nontraditional time slots |
| | Implemented early retirement incentive program and hired two full-time faculty with less costly faculty members |
| | Expanded incentive opportunities in support of continued faculty development |
| Moraine | Reorganized and combined Learning Resources and Academic Support Services |
| | Reorganized and combined Community, Continuing, Alternative and Extension Centers |
| | Reorganized the administration of the Fine and Performing Arts Center |
| Morton | Eliminated full-time faculty positions in Electronic technology, Physical Education, Health and Welding |
| | Established a microcomputer laboratory in the Learning Resource Center |
| | Increased computerized student assessment |
| Oakton | Reorganized staff assignments in Instructional Technology |
| | Redefined Learning Resource Center position to improve service hours at RHC |
| | Participating in NSHEC interactive TV courses |
| | Eliminated the Center for Family Education |
| Parkland | Combined AAS offerings in Mass Communications, Advertising, and Public Relations |
| | Eliminated 25 low enrollment courses |
| | Deleted and reassigned positions |
| Prairie State | Increased lab fees for 156 courses to meet rising costs |
| | Increased tuition by $3 per credit hour |

Illinois Community College Board

Table A-3

## OVERALL ACADEMIC PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Overall Academic Initiative Description |
|---|---|
| | Kept 4 positions vacant to reduce costs |
| | Increased 5 positions in English based on demand |
| | Increased academic professional development budget |
| | Purchased computer hardware and software for assessment and placement |
| Richland | Expanded one-night a week course offerings based on student preferences |
| | Adjusted course scheduling to reduce adjunct faculty costs |
| | Developed and implementing a plan to analyze and improve instructional effectiveness |
| | Received private foundation funds for instructional equipment |
| | Created distance learning center in partnership with Illinois Power |
| | Expanded Business and Industry contract training scope and operations |
| Rock Valley | Implemented an automated degree audit reporting system to evaluate graduation |
| | Implemented an automated process to evaluate student progress in meeting new student admission standards (fall 1993) |
| | Acquired record scanning equipment for use by Admission & Records and Accounting |
| Sauk Valley | Implemented occupational and transfer program guarantees |
| | Formed a task force to investigate Outcomes Based Education for possible implementation |
| | Adjusted student services hours of operation to meet student needs |
| Shawnee | Modified student support services hours to increase student access |
| | Established an Institutional Effectiveness Committee to help document student performance |
| | Participating in a telecommunications consortium |
| | Establish joint agreement to offer several occupational programs with West Kentucky Vocational technical school |
| South Suburban | Revised general education requirements to emphasize math and eliminate physical education requirements in career programs |
| | Increased course offerings on weekends and during the late afternoon |
| | Provided individual professional development funds grants to faculty |
| | Developing a strategic plan with the existing committee structure |
| Southeastern | Increased late afternoon classes |
| | Formed a committee on international education |
| | Increased the number of telecourses |
| | Adding a full-time science instructor for FY 1995 based on demand |
| | Implemented a retention strategy that contributed to increased retention |
| | Increased enrollments in High School Summer Honors Program |
| | Shifted ASSET testing program to another administrator and expanded assessment availability |
| Spoon River | Expanded evening programming and began weekend programming |

Illinois Community College Board

Table A-3

## OVERALL ACADEMIC PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Overall Academic Initiative Description |
|---|---|
| | Faculty development guidelines were revised to encourage broader participation |
| | Employed 6 new full-time faculty in career and transfer programs |
| | Obtained a Title III grant to enhance services in student assessment, advisement, and orientation |
| | Developed occupational guarantees |
| State Community College | Prepared an assessment plan for the college |
| Triton | Consolidated all academic computing facilities into one central location |
| | Developed a variable lab fee structure to help offset increased costs |
| | Developed and implemented an academic assessment plan |
| | Formulating Truck Driver and Candy Making programs |
| | Increase faculty involvement in student services marketing efforts |
| | Increased professional development opportunities for adjunct faculty |
| | Carefully reviewing the need for nontenured full-time faculty positions |
| | Developing an Enrollment and Retention plan which includes retention workshops for faculty and staff |
| | Developed 2+2 programs with Governors State and Roosevelt Universities |
| | Developed an agreement with Cook County Sheriff's Department to provide employee training |
| Waubonsee | Allocated additional funds to academic advisement |
| Wood | Began offering 3-week duration courses |
| | Expanded teaching reference materials and increased professional development activities |
| | Introduced computer-assisted instruction in the sciences |
| | Increased facility and faculty coverage to include 47 weeks |

Illinois Community College Board

Table A-4

## ADMINISTRATIVE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Administrative Initiative Description |
|---|---|
| Belleville | Implemented program cost controls for employee health insurance |
| | Renegotiated Public Safety Personnel contract |
| | Developed new cost analysis instrument for program evaluation |
| | Consolidated two staff positions through an administrative staff analysis |
| | Created new component and reassigned staff in Planning, Evaluation, & Research |
| | Eliminated Intercollegiate Athletics program |
| | Updated financial aid, counseling, and registrar to new computer technologies |
| Black Hawk | Re-engineered administration of Scott Air Force Community College Cooperative Programs |
| | Began strategic planning process for Alumni Boards |
| | Researched four software systems to support office functions in Alumni office |
| | Improved staffing patterns in Alumni office |
| | Expedited implementation of on-line purchasing |
| | Consolidated common purchases |
| Chicago-Malcolm X | Established central purchasing plan |
| | Evaluated middle management and eliminated one dean-level position |
| | Established a new Human Resources Department to maintain employee records and distribute employment information |
| | Installing energy management system |
| Chicago-Washington | Reassigned functions after administrative staff was cut |
| | Instituted TQM process to improve efficiency of registration process |
| | Moved toward cost center-based budget |
| Chicago-Wright | Eliminated two dean positions and reassigned the duties to other administrators |
| | Maintained an average class size of thirty-one |
| | Implemented new Board Union Agreement |
| | Reorganized administration to cover additional needs of new campus |
| | Improved food service facilities with move to new campus |
| | Expanded building maintenance services to new campus |
| Danville | Game Room Supervisor position not re-hired |
| | Established Accountability, Assessment, & Planning position |
| | Established Institutional Accountability Committee to communicate college data needs |
| | Reviewed position titles to ensure consistency across campus |
| | Instituted Part-Time Faculty Job Fair to attract and inform potential candidates for hire |

Illinois Community College Board

Table A-4

## ADMINISTRATIVE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Administrative Initiative Description |
|---|---|
| | Developed new employee orientation to establish consistency for all newly employed |
| | Reviewed and revised Classified & Administrative evaluation instruments |
| | Merged Director of Counseling & Articulation Coordinator responsibilities |
| | Developed budget request forms for requesting additional or new staff |
| | Purchased administrative automatic cartridge deck diminishing overtime for computer operators |
| | Developed monthly newsletter from the President which outlines concerns and new initiatives |
| | Added production studio, allowing the college to produce its own videos |
| | Installed energy efficient ballasts and bulbs |
| | Installed high efficiency motors |
| | Implemented carpet cleaning program that reduces cleaning time by 30% |
| DuPage | Participated in protected self-insurance with five other colleges to reduce costs |
| | Participated in consortia of 21 community colleges for group purchase of employee life insurance |
| | Established Public Safety Advisory Committee to improve communications and awareness; promote efficiency and effectiveness of public safety |
| | Analyzing purchase versus lease of equipment |
| | Will review components of recruitment process to make recommendations for change |
| | Will install upgraded campuswide voice, video, and data communication & distribution system |
| | Installed photo cells in lobby areas of arts center to control electricity costs for lighting |
| | Turn off lights in arts center when not in use |
| | Provide emergency backup in OCC Building to reduce equipment failures in audio/radio/tv |
| | Utilized staff to clean exterior windows of IC building in lieu of outside vendor |
| | Retrofitted buildings with electronic ballasts to reduce energy usage |
| | Installed cogeneration system to provide energy cost savings and backup source |
| | Purchase spreader unit to increase efficiency and effectiveness of grounds department |
| | Installed fuel monitoring system to provide utilization and monitoring information for transportation department |

Illinois Community College Board

Table A-4

## ADMINISTRATIVE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Administrative Initiative Description |
|---|---|
| Elgin | Continued tax rate decrease |
| | Continued to fund 22% support of staff union positions through grants and auxiliary enterprises |
| | Continued increase in employee contributions for dependent insurance coverage |
| | Continued elimination of minor holidays allowing college to shut down at spring break to save energy |
| | Continued savings with self insurance program |
| | Increased continuing use of part-time staff |
| | Continued funding 28% part-time support through grant and auxiliary enterprises |
| | Continued funding 27% of nonunion positions through grants and auxiliary enterprises |
| | Increased competitive bids for purchases |
| | Remodeled existing boilers for efficiency |
| | Direct natural gas purchase with zero demand backup |
| | Revised chemical treatment of boilers and cooling tower |
| | Replaced eight existing stem traps with more efficient models |
| | Received $2.9 million in competitive grants |
| Harper | Developed new publications and communications services systems via TQI Projects |
| | Established partnerships for campus service through the publication and communication services division |
| | Automated and consolidated more research functions through the office of planning and research |
| Highland | Entered into guaranteed energy savings contract |
| | Install various air volume handlers, reducing energy costs |
| | Install T-8 lighting to reduce energy use |
| | Increase employee paid portion of health insurance premium |
| | Reduce conference & meeting allocation costs |
| | Eliminate student activities operating budget |
| | Reallocated funding of interstate program |
| IL Central | Implemented restructuring plan following retirement of 52 staff which includes reduction in administrative positions, expansion of downtown programs, emphasis on student services with remodeling to increase access, consolidation of several departments and redistribution of others |
| | Developed new management reports to assist in enrollment management strategies |
| | Developed procedures to download payroll information for part-time staff |

Illinois Community College Board

Table A-4

## ADMINISTRATIVE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Administrative Initiative Description |
|---|---|
| | Expanded use of in-house desktop publishing |
| | Created new system of administrative withdrawals for students listed as nonattenders |
| | Implemented a direct line placement service for local employers |
| | Provided new medical expense benefit to employees, AFLAC |
| | Implemented direct mailing of employee payroll checks |
| IL East-Wabash | Hired computer technician, established computer position, established multimedia computer lab, and closed PF/LT program in computer support |
| | Reopen Dean of Instruction position in academic administration |
| | Remodel Machine Shop Technology building and upgrade equipment |
| IL Valley | Improved security of interest on investments |
| | Changed carrier of sports insurance, resulting in savings |
| | Secured IBM purchasing agreement |
| | Auctioned obsolete college equipment |
| | Bidding electrical utility |
| | Consolidating summer courses into two buildings to reduce maintenance |
| | Purchased energy efficient lighting system |
| | Increased class size in math lab from 28 to 40 |
| | Increased some computer labs from 26 to 52 seats |
| | Lease payments ended for computer services |
| Joliet | Established employee suggestion system |
| | Established a deferred payment plan for student registration |
| | Established on-line billing system for student registration |
| | Simplified employee tuition waiver process |
| | Standardized service hours for registration-related processes |
| | Used computer terminal kiosks for graduation applications |
| | Developed student information framework for quality control system |
| Kankakee | Secured management agreement to purchase and supply natural gas |
| | Eliminated one custodial work shift |
| | Implemented computerized purchase order and encumbrance system |
| | Realigned duties between Continuing Education Dean & Director of Business Training |
| Kishwaukee | Rewrote college mission and goals |
| | Developed program goals for all AAS degrees |
| | Adopted continuous quality model |
| | Analyzed total campus mass mailings |
| | Installed security system in Learning Resource Center |
| | Provided Foundation scholarship and Alumni Association scholarship |

Illinois Community College Board

Table A-4

## ADMINISTRATIVE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Administrative Initiative Description |
|---|---|
| | Secured Foundation grants to academic departments |
| | Secured SME, DK Communications, Foundation-Auto Tech, and NSF/netILLINOIS grants |
| | Changing Accounts Payable Board approval process |
| | Automated monthly journal entries |
| | Shared Health & Safety Responsibilities between Environmental Services and Associate Vice President |
| | Utilized college employees for environment services construction in lieu of outside contractors |
| | Fabricated special furniture for environment services |
| | Trained 2-3 men to run new energy management system |
| | Restructured and clarified grounds and garden position |
| | Replaced grounds equipment and developed replacement schedule |
| | Performed intake and data management for JTPA clients, reducing client time, cooperating with Illinois Valley Community College |
| | Participated in Industrial Training Council to develop basic skills for employment class--recruiting more students for our program |
| | Utilized postcards instead of letters for student recruitment/retention in adult education |
| | Administrative team developed calendar to report staff off-campus class visits to avoid multiple visits |
| Lake County | Purchased automated batch process credit card system |
| | Did not fill Bursar position |
| | Increased utilization of networking capabilities |
| | Modified purchase procedure for natural gas |
| | Implemented AUTOCAD Drawing system |
| | Transferred 2nd shift to 3rd shift in facilities |
| | Conducted special compensation study using internal staff expertise |
| | Coordinated strategic planning process for Foundation Board |
| | Exceeded established goals for corporate and individual giving |
| | Designed/implemented capital campaign to complete building fund |
| | Saved consultation fees |
| | Implemented year-long project to identify college values |
| | Eliminated separate regional course fliers |
| | Participated in recycling program |
| | Utilized grants to support student enrollment specialist salaries |
| | Automated library |
| | Participated in telecommunications-based instructional system |
| | Added older PCs to existing academic computing networks |

## Illinois Community College Board

## Table A-4

## ADMINISTRATIVE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Administrative Initiative Description |
|---|---|
| | Automated certification of veterans |
| | Rented lawn care equipment |
| | Secured funding for computer projection system |
| | Expanded scheduling of weekend classes |
| | Replaced faculty on leave with part-time faculty |
| | Divisional initiatives performed by faculty at no additional cost |
| | Summarized institutional Pell Grants |
| Lake Land | Changed software vendors and received price reductions for Office Technology programs |
| | Utilized software site license purchases for savings and standardization |
| | Began compliance with American Disabilities Act |
| | Installed an electrical generator (peak sharing) |
| | Instituted an energy management system |
| | Eliminated smoking in all campus buildings |
| | Health Insurance became self-administered |
| | Expanded the employment of security personnel on campus to seven nights per week |
| | Improved lighting in all parking lots for security |
| | Installed new telephone system to improve efficiency |
| Lincoln Land | Conducted an energy audit of college facilities |
| | Updated equipment in the Business Office |
| | Installed a document imaging system in Registration |
| | Operationalized an Employee Assistance Program to promote wellness |
| | Purchased a Platemaker for the Duplicating Area to improve the quality of printed materials |
| Logan | Implemented new advisement system in student services |
| | Instituted new financial aid program to assist student in regaining financial aid eligibility |
| | Continued to centralize data collection efforts through Institutional Research division |
| McHenry | Shifted Machinist Training program coordination to divisional administrator |
| | Increased use of group purchasing of items |
| | Implemented direct deposit payroll system |
| | Expanded employee participation in dependent health coverage costs |
| | Reduced legal expenses associated with FY 1995 contract negotiations |
| | Enhanced efficiency of budget monitoring/program review process through microcomputer access to mainframe-based administrative data |
| | Culminating easement agreement with adjacent property owner to reduce costs of a road to access the campus |

Illinois Community College Board

## Table A-4

## ADMINISTRATIVE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Administrative Initiative Description |
|---|---|
| Moraine | Implemented a touch-tone registration system |
| | Installed Docutech system in Business Services, eliminating two staff positions |
| | Implemented early retirement program |
| | Evaluated and bid college property, casualty, liability, and bond insurance |
| | Upgraded air conditioning system from electric to gas-fired chiller |
| | Upgraded equipment in Publications and Production Services to increase efficiency and lower costs |
| | Eliminated two high-speed impact printers in Information Systems by reprogramming reports to laser printer |
| Oakton | Rebid food service contract |
| Parkland | Purchased high speed copier through lease-purchase agreement, increasing quality and speed of service |
| | Combined Marketing, Public Relations, Publications and Reprographics into a single department |
| Prairie State | Upgraded administrative computers |
| | Leased high-speed duplicator |
| | Acquired Title III Planning Grant for Institutional Development |
| | Held one position vacant |
| | Adopted two-year catalog |
| | Purchased computer equipment for community relations department |
| Rend Lake | Conducted off-campus registration in community where an attendance center will be located |
| | Implemented automated degree audit program |
| | Provided computer access to many departments for student and financial data |
| Richland | Developed 3-year equipment plan for all funds |
| | Improved administrative processes |
| | Added responsibilities and shifted duties through Organizational and Committee Structure |
| | Changed health insurance carrier for benefit improvements and cost decrease |
| | Studied registration and advisement system |
| | Developed a Master Schedule |
| | Renting Shilling Education Center facility to community |
| Rock Valley | Through College Relations purchased laser printer, 2 dampeners for press, large screen monitor, new computer for graphics, fax machine, computer-writer, folder equipment |

Illinois Community College Board

Table A-4

## ADMINISTRATIVE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Administrative Initiative Description |
|---|---|
| | Replaced disk units and upgraded CPU, installed computer center UPS, completed phase 1 of Fiber Optic Network, and installed new HP computer hardware for administrative use |
| | Installing new CARS administrative software, refined FIRS space reservation system software, developed and enhanced PC application systems |
| | Purchased via credit card to reduce process time |
| | Installed fax machine and bulk mail tabbing in purchasing division |
| | Acquired new Third Party Administrator, PPO, Drug Card |
| | Utilized Novell network with HP fiber optic network in accounting division; purchased document scanner and fax machine |
| | Purchased document scanner and fax machine for accounting department |
| | Purchased larger carpet shampooer and wider mount tractor for more efficient maintenance |
| | Gained computer control of security lights |
| | Added one full-time Public Safety position |
| | Began implementation of campuswide emergency phone system |
| Sauk Valley | Eliminated one Public Relations position and reorganized with others |
| | Eliminated one College Advancement position and reorganized with others |
| | Repaired cooling towers |
| | Replaced gymnasium lighting and wiring |
| Shawnee | Contracted for renovation of heating and air conditioning system |
| | Implemented CMDS software purchased FY 1993 |
| | Purchased, installed, & implemented phone voice mail system |
| | Implemented recycling program |
| Southeastern | Approved $9.5 million construction & expansion project |
| | Temporarily relocated administrative offices |
| South Suburban | Implemented on-line purchase order system |
| | Installed intrusion alarm system |
| | Installed Energy Management system |
| | Redefined job description of athletic trainer |
| Spoon River | Formed committee to study space utilization & efficiency. |
| | Studied functions of Personnel and Payroll departments and reorganized and centralized many duties |
| | Initiated college reorganization |
| | Continued development of mainframe computer programs |
| | Increased employee participation in funding of the college's health insurance program |

Illinois Community College Board

Table A-4

## ADMINISTRATIVE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Administrative Initiative Description |
|---|---|
| | Signed preferred provider agreements with 2 local hospitals to lower cost of health insurance program |
| | Eliminated administrative and professional position and replaced with support and classified personnel |
| Triton | Continue feasibility study for enhancements and improvements in information systems dept |
| | Upgrade most administrative office hardware, use existing hardware in academic computing facilities |
| | Eliminated production printing area; eliminated 6 positions in advising area, released 3 mid-managers, one nontenured faculty, one administrative position |
| | Consolidated and/or reassigned other positions |
| | Employees contributed toward health benefits |
| | Continued evaluation of bargaining unit plans to examine savings options |
| | Finalized plans to install campuswide fiber network system, member of WSPSC consortium |
| | Finalized plans for enclosure of LRC courtyard to house information systems and create other available space |
| Waubonsee | Reviewed health insurance program for cost containment- moved to PPO |
| | Follow through to implement energy management program |
| | Implemented centralized academic computing lab |
| | Implemented institutional effectiveness model |
| | Implemented program to reduce litigation costs by preventative measures |

Illinois Community College Board

Table A-5

## PUBLIC SERVICE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Public Service Initiative Description |
|---|---|
| Belleville | Eliminated public service course administration through reorganization |
| | Increased customized training in the Business Assistance Center and hired additional part-time staff |
| Chicago-Daley | Moving toward self-sufficiency in all Public Service offerings |
| Chicago-Kennedy-King | Eliminated administrative position -- Dean of Adult Education |
| | Deleted position of Assistant Dean for Continuing Education and reassigned staff |
| | Reducing number of Adult Education off-campus sites by 36 |
| Chicago-Malcolm X | Moving toward eliminating public service courses that are not self-sufficient |
| Chicago-Washington | Moving toward offering only self-supporting public service courses |
| | Withdrew duplicated Harold Washington College public service programs |
| Chicago-Wright | Obtained grant monies to support Adult Continuing Education |
| Danville | Consolidated Continuing Education and Business & Economic Institute |
| | Eliminated Continuing Education courses that were not self-sufficient last year |
| | Consolidated North and South District Business Advisory Councils into a single districtwide group |
| | Organized subcommittee of small business owners in the Workforce Challenge |
| | Received donated arts and crafts materials and services in the Child Care Center |
| | Reduced operating costs in Child Care Center |
| | Utilized Green Thumb volunteer in Child Care Center 20 hours per week |
| | Held job search and job readiness classes for Opportunities |
| | Developed Labor Management Institute to improve relations and competitive position |
| | Surveyed past clients to evaluate the Small Business Center's impact |
| | Articulated 14 tech prep programs with area high schools |
| DuPage | All public services must operate on a cost-recovery basis including indirect costs |
| Elgin | Writing our own curriculum in Business Conference Center Management/Sales courses |
| | Director provides instruction in the Business Conference Center |
| | Training the trainer project in time management seminar to create a certified staff |
| | Consortium with 3 other community colleges and jointly promoted programs |

Illinois Community College Board

Table A-5

## PUBLIC SERVICE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Public Service Initiative Description |
|---|---|
| | Grants support telecourses through the consortium |
| | Commission-based contract for corporate representatives |
| | Publishing schedule twice a year rather than quarterly |
| | Reduced costs associated with entrepreneur curriculum |
| | Business Center Director serving as entrepreneur program supervisor Providing group business start-up services instead of individual sessions whenever possible |
| | Using postcards to send confirmations reducing postage costs |
| | Reduced costs associated with WordPerfect classes |
| | Elgin Symphony Orchestra music director is half-time |
| | Continued to offer Elgin Symphony Orchestra as a credit class for 15 students |
| Harper | Upgrading to Apple system from United Air for travel academy |
| | Increased marketing of the Global Trade Center |
| | Reduced Women's Resources Center staff and acquired additional funding |
| | Eliminating or reorganizing public service programs that are not self-supporting |
| Heartland | LapTop computers and portable printers purchased for Corporate Education |
| | Expanded Corporate Education Coordinator position to full-time |
| | Forming of Community Education & Corporate Education Team |
| | Eliminated noncredit courses not in college mission |
| | Merged outreach coordinator positions into a single part-time position |
| IL Central | Expanded Nurse Assistant Program with sites at Richwoods High School, St. Francis Medical School, and Methodist Medical Center |
| | Received donations to the Surgical Technologist Program: laparoscopia, cautery unit and stand, and other disposables |
| | Reduced contact hours of several noncredit classes to make them cost effective and more marketable |
| | Increased the number and types of workshop offerings by the Professional Development Institute |
| | Developed additional workshops for senior citizens through Continuing Education |
| | Expanded the College for Kids program |
| IL East-District | Employed part-time staff in community education programs |
| IL East-Wabash | Installed Dynix automated catalog system in library |
| Kankakee | Implemented special public service courses for senior citizens |
| Kishwaukee | Upgraded administrative software to better monitor offerings |
| | Generated additional fees and increased services in the Wellness Center |
| | Community Ed and transfer courses share instructors where possible |

Illinois Community College Board

Table A-5

## PUBLIC SERVICE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Public Service Initiative Description |
|---|---|
| | Implementation of Voice Mail in Community Education |
| | Implemented credit card telephone registration for Community Education |
| | Eliminating the midterm mailer for Community Education |
| | Reduced individual fliers and brochures for Community Education |
| | Reduced other Community Education mailers |
| | Offer selected courses which have a credit/noncredit option jointly |
| | Introduced postcard mailing follow-up for classes with low preregistrations 66% gain sufficient enrollment |
| | Collaborating with NIU to establish a health clinic on site with federal funds |
| Lake County | Provided Economic Development sales productivity tracking training for local businesses |
| | Provided peer sales skills mentoring Economic Development program |
| | Operated an Economic Development computer bid match bulletin board |
| | Operated an Economic Development export sales management program |
| | Operating an Economic Development program on Internet |
| | Operated a Center for Excellence in Adult Education |
| | Replaced Continuing Education typing classes with computer keyboarding |
| | Reduced Continuing Education woodworking programming |
| | Reduced Continuing Education course sections |
| | Reduced Continuing Education sewing classes |
| | Negotiated a new contract with Lake County jail to provide career enhancement courses for inmates |
| | Introduced Internet service to Lakeshore Campus |
| | Received a grant from the Highland Park Rotary Club for the Southlake Educational Center |
| | Entered a partnership with Marshall Fields for the Southlake Discovery program |
| | Entered a partnership with Lake Forest Hospital for Southlake Discovery Health program |
| | Entered a partnership with Lake Forest Hospital for Southlake Discovery Desktop Publishing program |
| | Received donated instructional services for the Southlake Discovery program |
| | Eliminated cultural programs tat Southlake hat required separate mailings |
| | Eliminated low enrollment programs at Southlake |
| | Exploring joint programs with the high school district for registration and promotion |
| Lake Land | Established a Nursing Home Administration program |

Illinois Community College Board

Table A-5

## PUBLIC SERVICE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Public Service Initiative Description |
|---|---|
| | Self-supporting noncredit courses are only offered |
| | Sponsored Lake Land College Health Fair |
| | Cosponsored the first annual Eighth Grade Career Conference with EIU |
| | Held a Parent Fest |
| | Established the Outdoor Adventure Center with business & industry |
| | Established the Lake Land College Alumni Association |
| Lincoln Land | Evaluating existing Public Service courses in terms of costs and need |
| | Conducted a survey of community interest in Public Service offerings |
| Lewis & Clark | Revised and reclassified several courses into the vocational skills area |
| | Developed the Prime Time Institute to increase college participation by persons 50 years of age or above |
| Logan | Updated 28 public service classes to new funding categories |
| | Added 17 new vocational skills classes to replace public service classes |
| | Eliminated public service classes that duplicated credit course content |
| | Plan to phase out 100 public service classes in the zero funding category |
| | Providing alternative school to at-risk youth. Cooperating with six school districts |
| | Provide scholarships to vocational students through the JALC Foundation |
| | Established 8 satellite centers for adult education |
| | Fund raising by volunteers from the Family Learning /Literacy Center support the Center |
| | Student Activities provided special events and activities |
| | Relocated Workforce Preparation, Procurement Assistance, and Child Care to on-campus location |
| | Reconfigured part of the Dining Room Annex for classroom space |
| | Relocated and centralized adult education programs |
| | Received grant from Prairie State Authority 2000 for business and industry instruction |
| | Increased Workforce Preparation Office services |
| McHenry | Operated the Children's Learning Center on a self-supporting basis |
| | Eliminated overnight cultural trips due to duplication by community-based travel agencies |
| Moraine | Received donations for children's Haunted Halloween program |
| | Provided public service program on Cults and Gang Awareness with CEU social worker credits |
| | Offered Social Worker CEUs for Child Abuse Seminars |
| | Offered Social Worker CEUs for Therapeutic Issues on Child Abuse Seminar |
| | Cut seminar expenses |

Illinois Community College Board

Table A-5

## PUBLIC SERVICE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Public Service Initiative Description |
|---|---|
| | Provided Street Smarts for Kids Seminars |
| | Provided "Getting Involved With Your Child's Education" Seminar |
| | Charged admission to the college's traditional Holiday/Christmas program |
| | Conducted Domestic Violence Seminar |
| | Obtained grant from High/Scope Foundation for Seminar |
| | Contract sponsored with High/Scope Foundation |
| | Cosponsored Learning Disabilities Conference |
| | Received donated speaker fees for Gender Equity in Education Seminar |
| | Provided children's theater programming |
| | Provided Critical Thinking in the Classroom for teachers seminar |
| | Hosted Women's Conference and received funding from the Returning Women's program |
| | Hosted Early Childhood Education Conference |
| | Provided programs for Older Adults |
| Morton | Expanded access to rent-free off-campus sites for Adult Education |
| | Expanded programs for children and families |
| Oakton | Eliminated high school sites/supervisors in MONNACEP - 84% reduction in duplicative noncredit offerings |
| Parkland | Concerted efforts are being made to increase public service enrollments |
| Prairie State | Downsized non-credit schedule and eliminated one mailing |
| Rend Lake | Saved $16,000 by adding Distance Learning responsibilities to Community Service Coordinator |
| | Added responsibility for the Off-Campus Attendance Center to the Community Services Coordinator's job |
| | Converted noncredit computer workshops to credit computer class use |
| Richland | Published and target mailed Continuing Education schedule |
| | Provided ISO 9000 training for two instructors |
| | Provided Leisure Learning program series |
| | Hired Business coordinator to increase programming in continuing education |
| | Provided National Defensive Driving instruction |
| | Formed Partnership with St. Mary's, Memorial & Senior Center to promote programs |
| Rock Valley | Reduced Opportunities professional staff by 1 and added 2 support staff |
| | Strengthened Dislocated Worker program by providing computers for staff |
| | Added office space and employment services for dislocated workers |
| | Added basic skills software to computerized adult education classroom |
| | Developed time-based competitiveness manufacturing program |

Illinois Community College Board

Table A-5

## PUBLIC SERVICE PRODUCTIVITY IMPROVEMENTS AND QUALITY ENHANCEMENTS IN PUBLIC COMMUNITY COLLEGES

| District | Public Service Initiative Description |
|---|---|
| | Added or upgraded "Power Point", Excel 5 0, SPC, DOS 6 2 and WORD seminars |
| | Expanded advanced quality mini series to include non-normal distribution analysis |
| | DCCA grant used to add "Documentation," "Implementation Methods," and "Internal Auditor" sections to ISO-9000 series |
| | Reduced Small Business Development Center to 2 classes a month |
| | Added SBCDC/Business Planning to get students started on business plans |
| | Provide self employment training for low income clients through SBDC/SET Program |
| | Eliminated much of the Hazardous Materials program |
| | Reduced number of Math tutoring classes |
| | Charge postage costs back to workshops and seminars |
| | Purchased materials for Community Services |
| | Received funds for the Theater to build a storage facility |
| Sauk Valley | Eliminated nonproductive activities with more appropriate offerings |
| | Combined Community Services and Center for Business and Economic Development |
| South Suburban | Moving toward elimination of public service courses which are not self-sufficient |
| Southeastern | Most public service activities are self supporting through tuition & fees |
| | Some literacy projects were subsidized through concession sales |
| Spoon River | Developed a Public Services subfund in the college's Auxiliary Fund for accounting purposes |
| Triton | Expanded golf program facility based on demand |
| | Eliminated 47 class sections due to low enrollments |
| | Eliminated Childrens Summer Day camp due to poor cost-effectiveness |
| | Increased senior citizen tuition rate for "C" courses by $3.00 per course |
| | Surveyed students and added programs based on demand |
| | Expanded and further developed Foundation fund raising efforts |
| | Consolidated foundation with the grants office |
| Waubonsee | Eliminating Offerings with low community demand or duplications of credit program |
| | Developed Model to make Community Education and Corporate Development and Training self-supporting |
| Wood | Received positive comments on Public Service programs in North Central Accreditation |
| | Collaborated with Advisory Committees to meet public service community needs |
| | Eliminate low enrollment public service courses |

Appendix B

# ADMINISTRATIVE COST TABLES

**Illinois Community College Board**

## Table B-1

## STATEWIDE TOTAL CURRENT FUNDS EXPENDITURES

| | | | Percentage | Percent of Total | |
|---|---|---|---|---|---|
| | FY 1990 | FY 1993 | Change | FY 1990 | FY 1993 |
| ***INSTRUCTION*** | | | | | |
| *Instructional Programs* | $312,207,952 | $392,306,964 | 25.66% | | |
| *Instructional Support* | 49,747,617 | 62,835,938 | 26.31% | | |
| *Total Instruction* | 361,955,569 | 455,142,902 | 25.75% | 42.40% | 42.43% |
| ***ORGANIZED RESEARCH*** | 30,188 | 44,760 | 48.27% | 0.00% | 0.00% |
| ***PUBLIC SERVICE*** | 36,595,028 | 44,934,022 | 22.79% | 4.29% | 4.19% |
| ***ACADEMIC SUPPORT*** | | | | | |
| *Learning Resource Center* | 14,385,159 | 37,323,600 | 159.46% | | |
| *Other Academic Support* | 29,256,490 | 13,214,209 | -54.83% | | |
| *Total Academic Support* | 43,641,649 | 50,537,809 | 15.80% | 5.11% | 4.71% |
| ***STUDENT SERVICES SUPPORT*** | | | | | |
| *Admissions and Records* | 11,379,956 | 14,841,602 | 30.42% | | |
| *Counseling and Career Services* | 13,867,340 | 21,003,011 | 51.46% | | |
| *Financial Aid Administration* | 5,699,278 | 4,641,331 | -18.56% | | |
| *Student Financial Aid* | 55,486,316 | 75,385,528 | 35.86% | | |
| *Other Student Services Support* | 28,598,029 | 35,930,318 | 25.64% | | |
| *Total Student Services Support* | 115,030,919 | 151,801,790 | 31.97% | 13.48% | 14.15% |
| ***OPERATIONS AND MAINTENANCE OF PLANT*** | | | | | |
| *O and M Administration* | 5,953,925 | 7,771,971 | 30.54% | | |
| *Custodial Services* | 10,927,129 | 14,047,182 | 28.55% | | |
| *Building Maintenance* | 15,234,386 | 17,008,830 | 11.65% | | |
| *Grounds Maintenance* | 12,366,478 | 14,616,095 | 18.19% | | |
| *Plant Utilities* | 25,806,812 | 29,868,356 | 15.74% | | |
| *Security* | 8,103,949 | 9,995,954 | 23.35% | | |
| *Transportation* | 454,656 | 406,337 | -10.63% | | |
| *Other O and M* | 20,659,623 | 9,476,498 | -54.13% | | |
| *Total Operations and Maintenance of Plant* | 99,506,958 | 103,191,223 | 3.70% | 11.66% | 9.62% |
| ***GENERAL ADMINISTRATION*** | | | | | |
| *Executive Office* | 6,672,474 | 8,292,664 | 24.28% | | |
| *Business Office* | 14,381,609 | 19,608,942 | 36.35% | | |
| *General Administrative Services* | 13,738,775 | 11,249,757 | -18.12% | | |
| *Community Relations* | 4,493,695 | 6,557,239 | 45.92% | | |
| *Other Support* | 6,917,833 | 8,903,168 | 28.70% | | |
| *Total General Administration* | 46,204,386 | 54,611,771 | 18.20% | 5.41% | 5.09% |
| ***INSTITUTIONAL SUPPORT*** | | | | | |
| *General Institutional Support* | 55,302,825 | 88,983,753 | 60.90% | | |
| *Institutional Research* | 2,305,402 | 2,550,475 | 10.63% | | |
| *Data Processing* | 15,983,145 | 19,313,918 | 20.84% | | |
| *Non-Operating* | 2,117,507 | 5,394,344 | 154.75% | | |
| *Other Institutional Support* | 24,994,018 | 30,843,186 | 23.40% | | |
| *Total Institutional Support* | 100,702,897 | 147,085,676 | 46.06% | 11.80% | 13.71% |
| ***INDEPENDENT OPERATIONS*** | 49,926,041 | 65,415,441 | 31.02% | 5.85% | 6.10% |
| ***TOTAL CURRENT FUNDS EXPENDITURES***** | 853,593,635 | 1,072,765,394 | 25.68% | | |

* *Current Funds include the Education; Operations and Maintenance; Auxiliary Enterprises; Restricted Purposes; Audit; Liability, Protection, and Settlement; and PBC Operations and Maintenance funds.*

** *This table includes all colleges that submitted Uniform Financial Statement #5*

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## Figure 1

## Expenditure by Program Area FY 1990 - FY1993

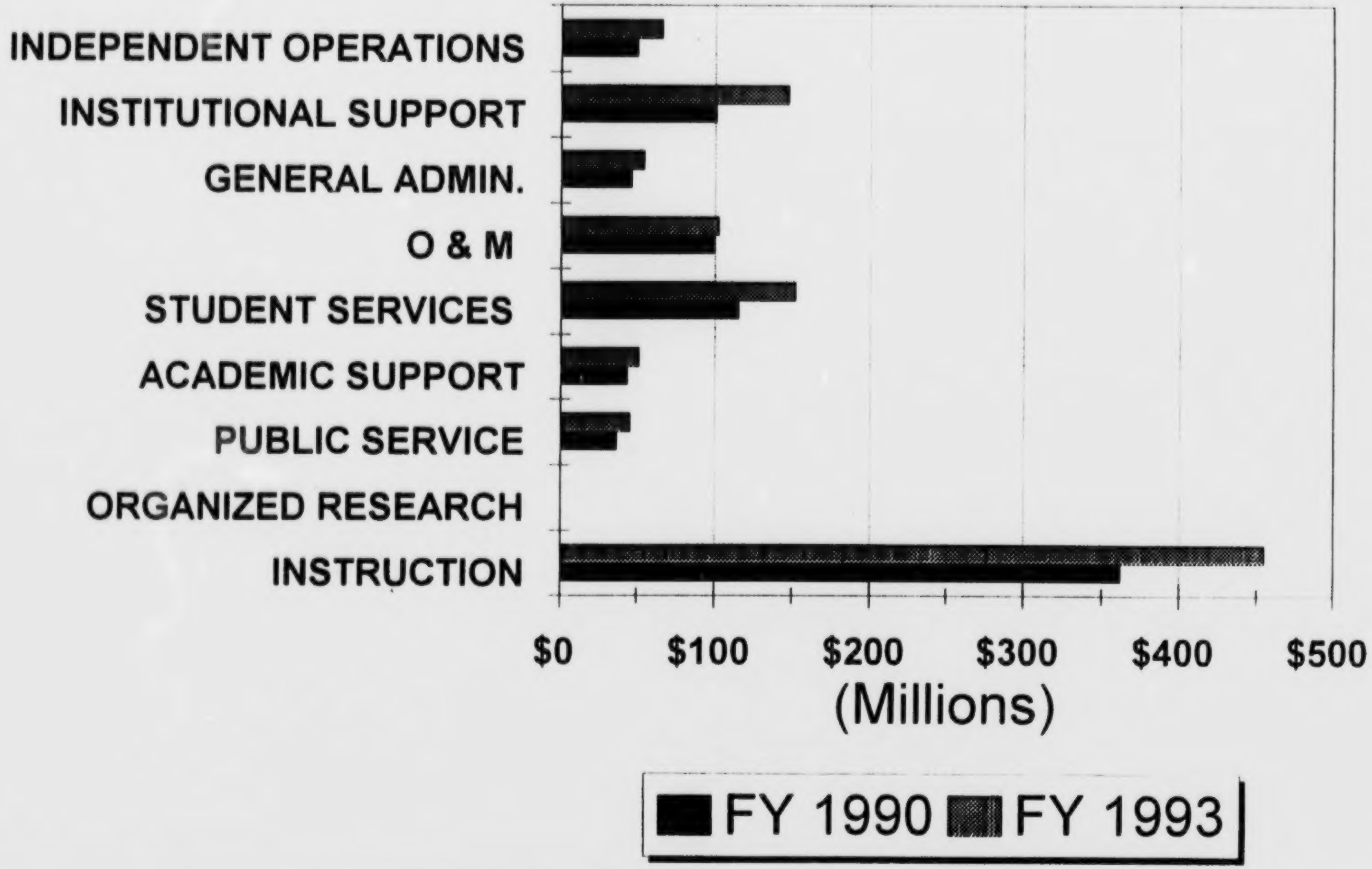
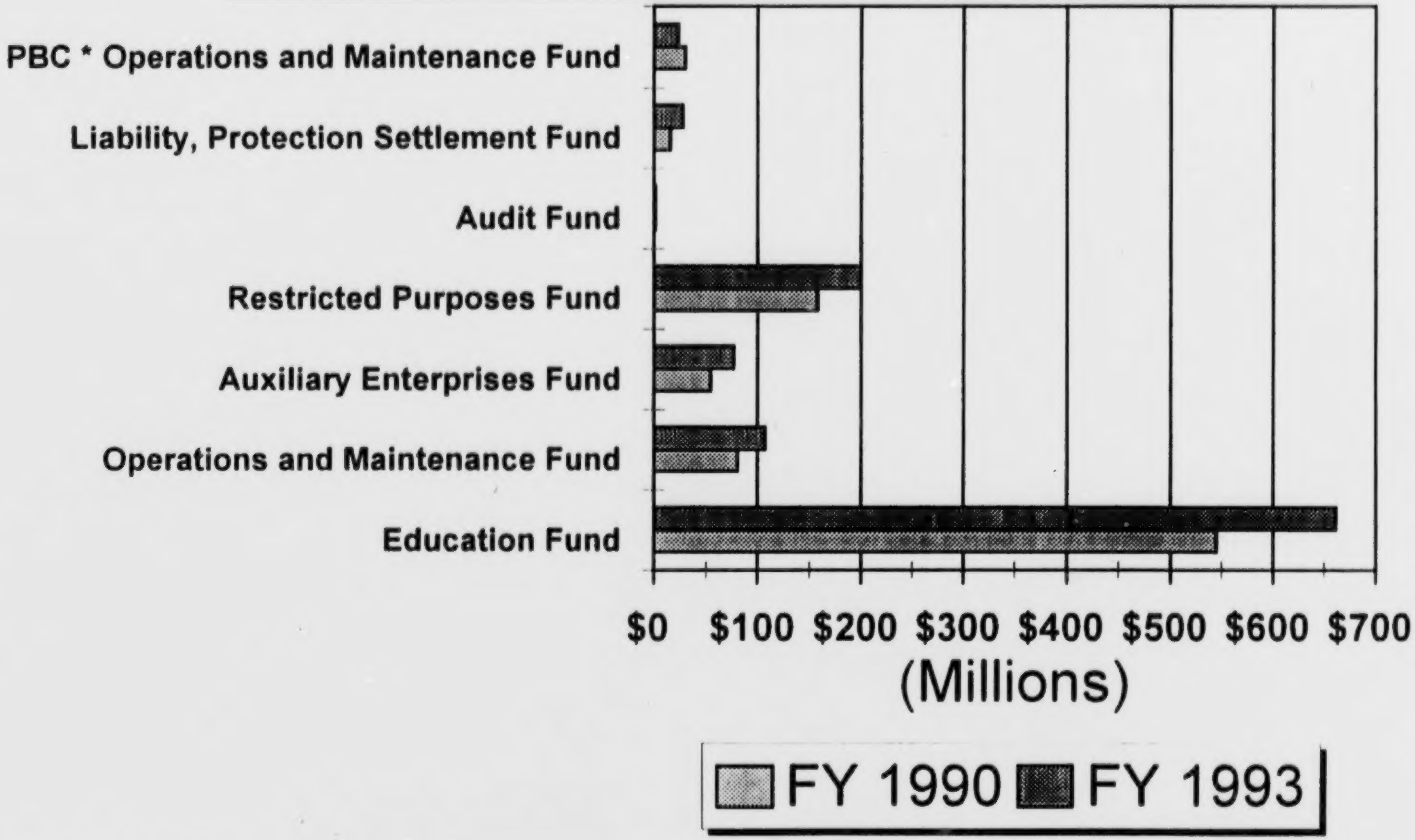


Figure 2

# Current Funds Revenue

## Fiscal Years 1990 - 1993



## Illinois Community College Board

### Table B-2

### FISCAL YEAR 1990 EXPENDITURES BY OBJECT AS A PERCENT OF TOTAL EXPENDITURES

| District | Academic Support | Student Services | Operations Maintenance | General Administration | Institutional Support | Independent Operations |
|---|---|---|---|---|---|---|
| 518 Sandburg | 3.44% | 23.18% | 9.12% | 5.88% | 10.45% | 0.00% |
| 531 Shawnee | 2.41% | 24.59% | 9.18% | 5.30% | 7.41% | 11.64% |
| 533 Southeastern | 1.53% | 39.55% | 6.05% | 2.99% | 3.94% | 4.31% |
| 534 Spoon River | 3.02% | 17.56% | 9.03% | 4.81% | 12.41% | 9.95% |
| 601 State Comm. Colleg | 3.26% | 5.37% | 50.00% | 0.00% | 16.93% | 0.30% |
| 539 Wood | 2.03% | 19.47% | 8.46% | 9.07% | 11.42% | 3.08% |
| **GROUP 1** | **2.52%** | **23.50%** | **13.89%** | **4.68%** | **9.82%** | **4.42%** |
| 507 Danville | 2.69% | 20.27% | 10.09% | 4.42% | 9.55% | 0.85% |
| 519 Highland | 3.54% | 18.91% | 12.97% | 7.54% | 8.54% | 6.13% |
| 501 Kaskaskia | 2.63% | 15.70% | 9.55% | 4.27% | 7.35% | 9.18% |
| 523 Kishwaukee | 13.75% | 11.94% | 10.57% | 6.33% | 2.32% | 0.03% |
| 521 Rend Lake | 2.17% | 20.83% | 10.08% | 4.48% | 7.77% | 8.01% |
| 506 Sauk Valley | DNA | DNA | DNA | DNA | DNA | DNA |
| **GROUP 2** | **4.63%** | **17.77%** | **10.53%** | **5.24%** | **7.32%** | **4.72%** |
| 529 Illinois Eastern | 1.84% | 20.81% | 10.14% | 9.57% | 15.60% | 8.06% |
| 513 Illinois Valley | 3.35% | 10.11% | 9.72% | 4.29% | 6.44% | 12.61% |
| 520 Kankakee | 3.03% | 11.28% | 8.43% | 4.47% | 11.99% | 6.36% |
| 517 Lake Land | 1.98% | 6.91% | 11.00% | 2.33% | 14.84% | 3.47% |
| 536 Lewis & Clark | 1.65% | 18.07% | 11.91% | 5.16% | 7.82% | 2.49% |
| 530 Logan | 3.50% | 22.49% | 9.05% | 3.65% | 11.08% | 3.70% |
| 528 McHenry | 7.61% | 12.26% | 8.50% | 10.50% | 8.36% | 15.28% |
| **GROUP 3** | **3.08%** | **15.10%** | **9.86%** | **5.85%** | **11.19%** | **7.27%** |
| 522 Belleville | 4.00% | 15.62% | 8.93% | 4.47% | 8.29% | 9.14% |
| 503 Black Hawk | 7.78% | 17.18% | 9.10% | 6.93% | 9.95% | 7.80% |
| 514 Illinois Central | 3.43% | 11.38% | 12.45% | 5.99% | 6.40% | 12.93% |
| 526 Lincoln Land | DNA | DNA | DNA | DNA | DNA | DNA |
| 505 Parkland | 6.52% | 7.96% | 9.71% | 3.90% | 13.24% | 6.42% |
| 537 Richland | 4.42% | 16.79% | 6.57% | 6.72% | 13.10% | 0.00% |
| 511 Rock Valley | 3.87% | 12.71% | 9.36% | 7.72% | 7.64% | 1.27% |
| **GROUP 4** | **5.04%** | **13.31%** | **9.79%** | **5.80%** | **9.27%** | **7.52%** |
| 509 Elgin | 3.97% | 7.22% | 11.13% | 3.43% | 14.92% | 12.48% |
| 527 Morton | 2.44% | 9.09% | 12.44% | 5.89% | 15.31% | 7.16% |
| 515 Prairie State | 3.14% | 12.87% | 12.19% | 5.90% | 9.39% | 7.54% |
| 510 South Suburban | 8.24% | 12.86% | 11.63% | 5.53% | 10.95% | 7.97% |
| 516 Waubonsee | 4.23% | 9.50% | 8.98% | 11.18% | 14.10% | 12.08% |
| **GROUP 5** | **4.90%** | **10.37%** | **11.20%** | **6.16%** | **12.80%** | **9.69%** |
| 508 Chicago | 7.58% | 15.12% | 15.25% | 4.89% | 13.28% | 0.00% |
| **GROUP 6** | **7.58%** | **15.12%** | **15.25%** | **4.89%** | **13.28%** | **0.00%** |
| 502 DuPage | 3.48% | 9.96% | 11.67% | 6.93% | 8.92% | 6.75% |
| 512 Harper | 7.59% | 7.19% | 12.19% | 2.92% | 15.60% | 8.20% |
| 525 Joliet | 2.64% | 10.02% | 10.83% | 4.81% | 7.61% | 9.85% |
| 532 Lake County | 4.95% | 11.72% | 8.32% | 8.22% | 11.32% | 14.15% |
| 524 Moraine Valley | 3.75% | 8.76% | 11.86% | 4.78% | 23.96% | 0.00% |
| 535 Oakton | 6.80% | 9.11% | 9.70% | 6.39% | 2.45% | 13.05% |
| 504 Triton | 2.30% | 12.74% | 10.65% | 3.95% | 17.42% | 8.99% |
| **GROUP 7** | **4.41%** | **9.95%** | **10.91%** | **5.37%** | **12.86%** | **8.32%** |
| **STATE TOTALS** | **5.08%** | **13.43%** | **11.82%** | **5.40%** | **11.75%** | **5.83%** |

**Illinois Community College Board**

## Table B-3

## FISCAL YEAR 1993 EXPENDITURES BY OBJECT AS A PERCENT OF TOTAL EXPENDITURES

| | Academic Support | Student Services | Operations Maintenance | General Administration | Institutional Support | Independent Operations |
|---|---|---|---|---|---|---|
| 518 Sandburg | 2.28% | 20.09% | 6.24% | 6.813% | 10.517% | 0.000% |
| 531 Shawnee | 1.41% | 26.85% | 7.02% | 4.384% | 23.582% | 0.000% |
| 533 Southeastern | 1.54% | 41.33% | 5.42% | 3.069% | 5.502% | 4.608% |
| 534 Spoon River | 2.83% | 23.00% | 7.45% | 4.059% | 13.368% | 9.463% |
| 601 State Comm. Colleg | DNA | DNA | DNA | DNA | DNA | DNA |
| 539 Wood | 3.01% | 25.35% | 6.41% | 8.116% | 13.238% | 6.867% |
| **GROUP 1** | **2.16%** | **28.15%** | **6.36%** | **5.246%** | **12.208%** | **3.899%** |
| 507 Danville | 1.89% | 3.92% | 9.46% | 6.506% | 9.147% | 5.571% |
| 519 Highland | 2.00% | 18.53% | 9.06% | 6.743% | 9.960% | 6.747% |
| 501 Kaskaskia | 2.48% | 15.88% | 7.83% | 3.742% | 10.556% | 10.130% |
| 523 Kishwaukee | 12.28% | 13.83% | 10.64% | 6.627% | 4.320% | 0.065% |
| 521 Rend Lake | 1.81% | 22.36% | 8.97% | 4.364% | 5.929% | 7.031% |
| 506 Sauk Valley | 2.36% | 19.30% | 7.96% | 5.012% | 14.584% | 11.995% |
| **GROUP 2** | **3.58%** | **15.09%** | **8.97%** | **5.465%** | **9.056%** | **6.965%** |
| 529 Illinois Eastern | 1.69% | 23.46% | 8.25% | 9.035% | 11.709% | 8.035% |
| 513 Illinois Valley | 3.49% | 11.47% | 10.27% | 4.363% | 7.664% | 11.317% |
| 520 Kankakee | 3.35% | 11.75% | 8.09% | 4.437% | 11.598% | 7.203% |
| 517 Lake Land | 1.61% | 7.12% | 13.33% | 2.518% | 15.240% | 3.695% |
| 536 Lewis & Clark | 1.70% | 18.67% | 10.52% | 3.715% | 7.732% | 2.349% |
| 530 Logan | 3.24% | 24.61% | 8.63% | 4.030% | 7.796% | 3.434% |
| 528 McHenry | 6.14% | 12.50% | 8.85% | 8.903% | 6.049% | 12.124% |
| **GROUP 3** | **2.94%** | **16.30%** | **9.63%** | **5.451%** | **9.751%** | **6.810%** |
| 522 Belleville | 3.55% | 17.22% | 8.28% | 4.319% | 8.155% | 11.513% |
| 503 Black Hawk | 7.36% | 19.35% | 6.51% | 5.794% | 12.398% | 8.060% |
| 514 Illinois Central | 3.29% | 14.95% | 11.03% | 6.340% | 9.029% | 12.634% |
| 526 Lincoln Land | 2.78% | 7.51% | 9.85% | 3.581% | 8.095% | 8.164% |
| 505 Parkland | 4.24% | 9.01% | 7.94% | 3.367% | 16.650% | 6.573% |
| 537 Richland | 5.02% | 18.29% | 7.89% | 6.520% | 8.941% | 0.000% |
| 511 Rock Valley | 3.23% | 15.05% | 8.72% | 6.596% | 9.960% | 1.219% |
| **GROUP 4** | **4.20%** | **14.61%** | **8.68%** | **5.160%** | **10.643%** | **8.073%** |
| 509 Elgin | 4.89% | 8.08% | 10.41% | 4.499% | 11.345% | 12.375% |
| 527 Morton | 2.71% | 11.17% | 13.62% | 5.862% | 19.609% | 7.718% |
| 515 Prairie State | 3.24% | 16.92% | 11.21% | 6.402% | 9.957% | 0.000% |
| 510 South Suburban | 1.62% | 19.50% | 6.93% | 4.107% | 17.577% | 10.021% |
| 516 Waubonsee | 6.66% | 11.67% | 11.05% | 10.671% | 15.476% | 10.339% |
| **GROUP 5** | **3.82%** | **13.77%** | **10.05%** | **6.090%** | **14.667%** | **8.846%** |
| 508 Chicago | 8.22% | 15.23% | 11.24% | 4.487% | 16.960% | 0.000% |
| **GROUP 6** | **8.22%** | **15.23%** | **11.24%** | **4.487%** | **16.960%** | **0.000%** |
| 502 DuPage | 3.38% | 10.26% | 10.08% | 7.303% | 6.874% | 6.384% |
| 512 Harper | 5.93% | 7.49% | 10.47% | 2.867% | 21.136% | 7.889% |
| 525 Joliet | 2.56% | 10.28% | 9.75% | 4.443% | 8.637% | 10.972% |
| 532 Lake County | 5.38% | 12.45% | 7.73% | 5.423% | 13.087% | 14.149% |
| 524 Moraine Valley | 3.02% | 7.72% | 10.03% | 3.674% | 33.190% | 0.000% |
| 535 Oakton | 7.46% | 11.17% | 7.82% | 6.184% | 2.314% | 14.184% |
| 504 Triton | 2.26% | 12.94% | 10.34% | 3.122% | 21.905% | 7.929% |
| **GROUP 7** | **4.19%** | **10.24%** | **9.60%** | **4.845%** | **15.382%** | **8.264%** |
| | | | | | | |
| **STATE TOTALS** | **4.73%** | **14.16%** | **9.62%** | 5.060% | 13.664% | 6.128% |

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**Illinois Community College Board**

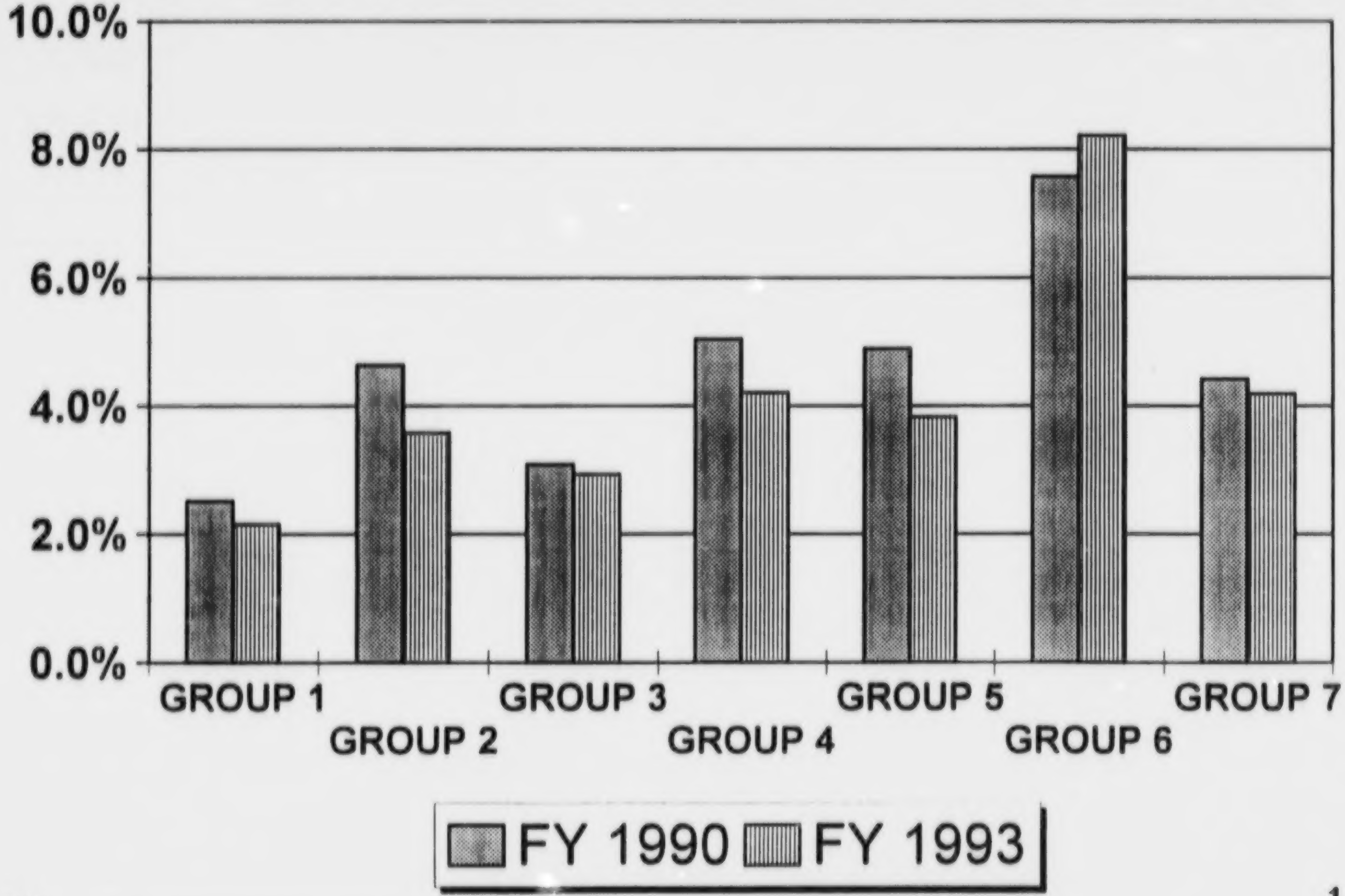
## Table B-4

## ACADEMIC SUPPORT EXPENDITURES PER FTE STUDENT AND DIFFERENCE FROM STATEWIDE AVERAGE

| | EXPENDITURES | | EXPENDITURES PER FTE STUDENT | | DOLLAR AMOUNT ABOVE/BELOW STATEWIDE AVERAGE | |
|---|---|---|---|---|---|---|
| District | Fiscal Year 1990 | Fiscal Year 1993 | Fiscal Year 1990 | Fiscal Year 1993 | Fiscal Year 1990 | Fiscal Year 1993 |
| 518 Sandburg | $286,727 | $283,418 | $178.65 | $157.98 | ($49.94) | ($81.15) |
| 531 Shawnee | 130,096 | 114,515 | 134.95 | 82.03 | (93.63) | (157.10) |
| 533 Southeastern | 173,309 | 207,490 | 75.48 | 92.42 | (153.11) | (146.71) |
| 534 Spoon River | 195,770 | 222,274 | 180.27 | 152.56 | (48.32) | (86.57) |
| 601 State Comm. Colle | 206,348 | DNA | 269.38 | – | 40.80 | – |
| 539 Wood | 160,909 | 273,639 | 109.76 | 197.43 | (118.83) | (41.70) |
| **GROUP 1** | **1,153,159** | **1,101,336** | **140.92** | **120.33** | **(87.67)** | **(118.81)** |
| 507 Danville | 340,437 | 276,502 | 170.90 | 122.94 | (57.69) | (116.19) |
| 519 Highland | 282,809 | 195,434 | 157.03 | 107.03 | (71.56) | (132.10) |
| 501 Kaskaskia | 267,036 | 306,090 | 118.47 | 117.64 | (110.12) | (121.49) |
| 523 Kishwaukee | 1,179,115 | 1,235,197 | 665.41 | 656.67 | 436.83 | 417.54 |
| 521 Rend Lake | 216,010 | 221,747 | 104.81 | 103.72 | (123.78) | (135.41) |
| 506 Sauk Valley | DNA | 244,798 | DNA | 140.37 | – | (98.76) |
| **GROUP 2** | **2,285,407** | **2,479,768** | **198.28** | **199.34** | **(30.31)** | **(39.79)** |
| 529 Illinois Eastern | 322,562 | 343,652 | 74.72 | 73.26 | (153.87) | (165.87) |
| 513 Illinois Valley | 403,905 | 492,655 | 162.02 | 188.25 | (66.57) | (50.88) |
| 520 Kankakee | 379,759 | 467,971 | 154.56 | 154.09 | (74.03) | (85.04) |
| 517 Lake Land | 220,601 | 231,554 | 76.33 | 71.67 | (152.26) | (167.46) |
| 536 Lewis & Clark | 203,281 | 264,085 | 72.60 | 86.05 | (155.99) | (153.08) |
| 530 Logan | 428,806 | 525,776 | 143.75 | 151.96 | (84.84) | (87.17) |
| 528 McHenry | 745,014 | 865,356 | 428.91 | 353.35 | 200.32 | 114.22 |
| **GROUP 3** | **2,703,928** | **3,191,049** | **137.42** | **141.48** | **(91.17)** | **(97.65)** |
| 522 Belleville | 1,042,768 | 1,277,527 | 164.60 | 164.16 | (63.98) | (74.97) |
| 503 Black Hawk | 1,948,064 | 2,358,031 | 412.29 | 466.66 | 183.70 | 227.53 |
| 514 Illinois Central | 993,223 | 1,243,460 | 162.96 | 193.59 | (65.63) | (45.54) |
| 526 Lincoln Land | DNA | 546,369 | DNA | 122.31 | – | (116.82) |
| 505 Parkland | 1,461,351 | 1,261,953 | 302.49 | 230.41 | 73.91 | (8.72) |
| 537 Richland | 382,204 | 506,364 | 202.98 | 228.09 | (25.61) | (11.04) |
| 511 Rock Valley | 721,919 | 808,830 | 187.56 | 187.19 | (41.03) | (51.94) |
| **GROUP 4** | **6,549,529** | **8,002,534** | **207.53** | **223.89** | **(21.06)** | **(15.24)** |
| 509 Elgin | 756,824 | 1,152,635 | 190.83 | 240.23 | (37.76) | 1.10 |
| 527 Morton | 228,479 | 294,575 | 129.82 | 153.19 | (98.77) | (85.95) |
| 515 Prairie State | 390,714 | 483,325 | 153.70 | 159.57 | (74.89) | (79.56) |
| 510 South Suburban | 1,775,101 | 440,221 | 442.45 | 86.22 | 213.86 | (152.91) |
| 516 Waubonsee | 603,489 | 1,296,013 | 209.91 | 396.70 | (18.68) | 157.57 |
| **GROUP 5** | **3,754,607** | **3,666,769** | **247.75** | **202.33** | **19.16** | **(36.80)** |
| 508 Chicago | 15,308,029 | 18,197,061 | 295.35 | 323.54 | 66.76 | 84.41 |
| **GROUP 6** | **15,308,029** | **18,197,061** | **295.35** | **323.54** | **66.76** | **84.41** |
| 502 DuPage | 1,903,850 | 2,477,168 | 148.61 | 172.09 | (79.98) | (67.05) |
| 512 Harper | 3,115,863 | 3,093,069 | 393.27 | 377.99 | 164.68 | 138.86 |
| 525 Joliet | 692,178 | 855,569 | 129.82 | 146.83 | (98.77) | (92.30) |
| 532 Lake County | 1,455,606 | 2,188,446 | 262.18 | 362.81 | 33.59 | 123.68 |
| 524 Moraine Valley | 1,323,786 | 1,377,451 | 178.84 | 170.39 | (49.75) | (68.74) |
| 535 Oakton | 2,050,862 | 2,780,915 | 354.76 | 439.53 | 126.17 | 200.40 |
| 504 Triton | 1,047,923 | 1,094,675 | 128.03 | 132.91 | (100.56) | (106.22) |
| **GROUP 7** | **11,590,068** | **13,867,293** | **218.74** | **242.93** | **(9.85)** | **3.80** |
| **STATE TOTALS** | **$43,344,727** | **$50,505,809** | **$227.03** | **$238.98** | | |

Figure 3

ACADEMIC SUPPORT
PERCENTAGE OF TOTAL EXPENDITURES



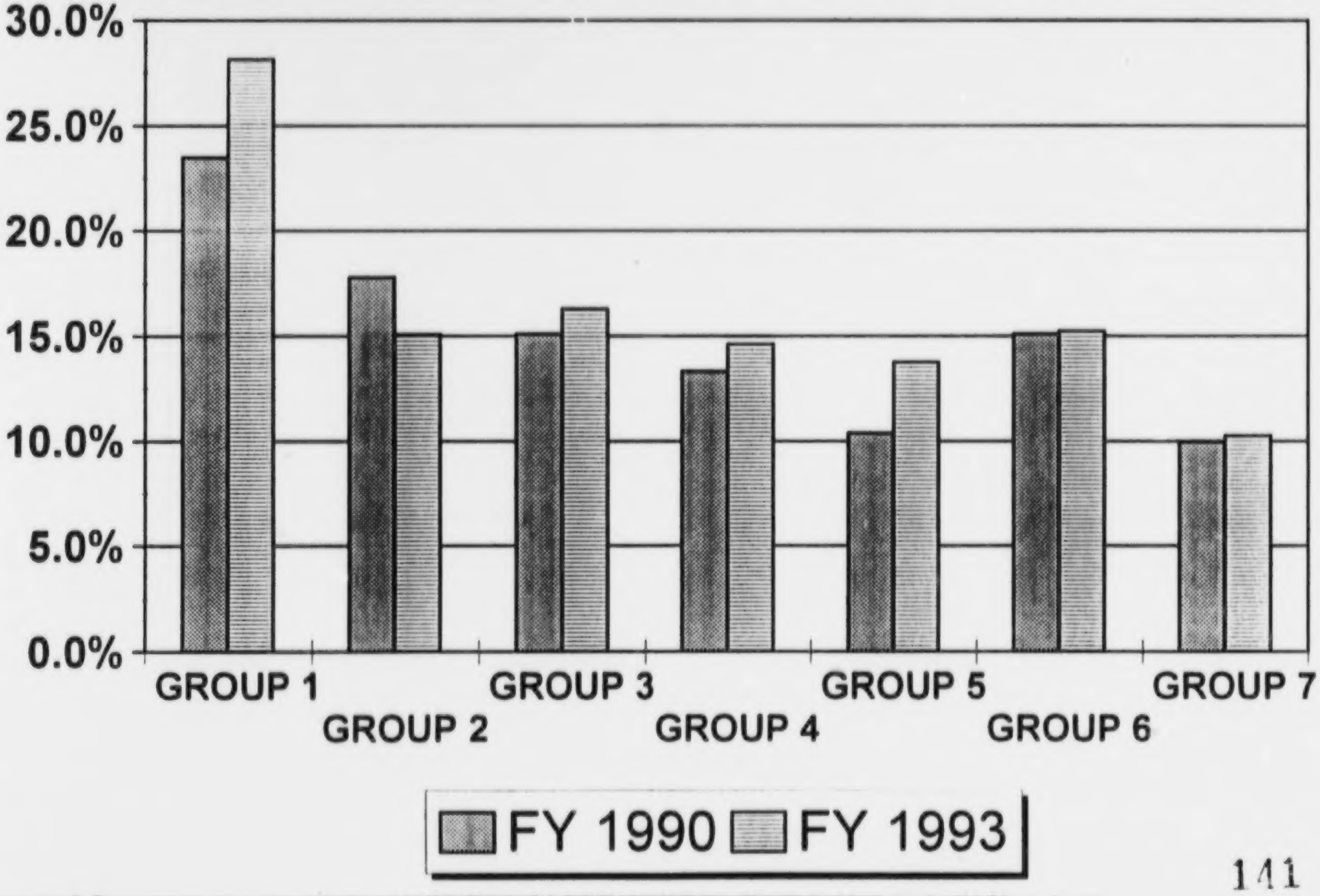
## Table B-5

## STUDENT SUPPORT SERVICES EXPENDITURES PER FTE STUDENT AND DIFFERENCE FROM STATEWIDE AVERAGE

| District | EXPENDITURES | | EXPENDITURES PER FTE STUDENT | | DOLLAR AMOUNT ABOVE/BELOW STATEWIDE AVERAGE | |
|---|---|---|---|---|---|---|
| | Fiscal Year 1990 | Fiscal Year 1993 | Fiscal Year 1990 | Fiscal Year 1993 | Fiscal Year 1990 | Fiscal Year 1993 |
| 518 Sandburg | $1,931,963 | $2,500,421 | $1,203.72 | $1,393.77 | $603.19 | $678.58 |
| 531 Shawnee | 1,329,776 | 2,188,539 | 1379.44 | 1567.72 | 778.91 | 852.53 |
| 533 Southeastern | 4,484,215 | 5,554,419 | 1953.06 | 2474.13 | 1,352.53 | 1,758.94 |
| 534 Spoon River | 1,136,510 | 1,808,664 | 1046.51 | 1241.36 | 445.98 | 526.17 |
| 601 State Comm. College | 340,287 | 0 | 444.24 | 0.00 | (156.29) | (715.19) |
| 539 Wood | 1,546,900 | 2,308,431 | 1055.18 | 1665.53 | 454.65 | 950.34 |
| **GROUP 1** | **10,769,651** | **14,360,474** | **1316.10** | **1568.94** | **715.57** | **853.74** |
| 507 Danville | 2,566,805 | 572,649 | 1288.56 | 254.62 | 688.03 | (460.57) |
| 519 Highland | 1,511,207 | 1,807,560 | 839.09 | 989.90 | 238.56 | 274.71 |
| 501 Kaskaskia | 1,591,746 | 1,960,179 | 706.19 | 753.34 | 105.66 | 38.14 |
| 523 Kishwaukee | 1,023,676 | 1,390,903 | 577.70 | 739.45 | (22.83) | 24.26 |
| 521 Rend Lake | 2,072,981 | 2,733,889 | 1005.81 | 1278.71 | 405.28 | 563.52 |
| 506 Sauk Valley | 0 | 1,997,544 | 0.00 | 1145.38 | (600.53) | 430.19 |
| **GROUP 2** | **8,766,415** | **10,462,724** | **760.58** | **841.05** | **160.05** | **125.86** |
| 529 Illinois Eastern | 3,654,053 | 4,777,827 | 846.43 | 1018.51 | 245.90 | 303.32 |
| 513 Illinois Valley | 1,219,078 | 1,617,353 | 489.00 | 618.02 | (111.53) | (97.17) |
| 520 Kankakee | 1,412,231 | 1,641,910 | 574.78 | 540.64 | (25.75) | (174.56) |
| 517 Lake Land | 771,632 | 1,024,738 | 267.00 | 317.16 | (333.53) | (398.03) |
| 536 Lewis & Clark | 2,224,290 | 2,898,560 | 794.39 | 944.46 | 193.86 | 229.27 |
| 530 Logan | 2,757,779 | 3,991,338 | 924.50 | 1153.57 | 323.97 | 438.37 |
| 528 McHenry | 1,200,121 | 1,761,912 | 690.92 | 719.44 | 90.39 | 4.25 |
| **GROUP 3** | **13,239,184** | **17,713,638** | **672.83** | **785.39** | **72.30** | **70.19** |
| 522 Belleville | 4,076,255 | 6,197,942 | 643.45 | 796.45 | 42.92 | 81.25 |
| 503 Black Hawk | 4,299,693 | 6,197,287 | 909.99 | 1226.46 | 309.46 | 511.26 |
| 514 Illinois Central | 3,300,183 | 5,659,166 | 541.46 | 881.08 | (59.07) | 165.89 |
| 526 Lincoln Land | 0 | 1,477,148 | 0.00 | 330.68 | (600.53) | (384.51) |
| 505 Parkland | 1,782,536 | 2,681,920 | 368.98 | 489.67 | (231.55) | (225.52) |
| 537 Richland | 1,451,112 | 1,845,632 | 770.64 | 831.37 | 170.11 | 116.17 |
| 511 Rock Valley | 2,373,175 | 3,771,561 | 616.57 | 872.84 | 16.04 | 157.65 |
| **GROUP 4** | **17,282,954** | **27,830,656** | **547.62** | **778.63** | **(52.91)** | **63.44** |
| 509 Elgin | 1,374,924 | 1,903,767 | 346.68 | 396.78 | (253.85) | (318.41) |
| 527 Morton | 852,331 | 1,214,023 | 484.28 | 631.32 | (116.25) | (83.88) |
| 515 Prairie State | 1,598,707 | 2,521,988 | 628.92 | 832.61 | 28.39 | 117.42 |
| 510 South Suburban | 2,772,448 | 5,292,548 | 691.04 | 1036.54 | 90.51 | 321.34 |
| 516 Waubonsee | 1,353,306 | 2,269,957 | 470.72 | 694.81 | (129.81) | (20.38) |
| **GROUP 5** | **7,951,716** | **13,202,283** | **524.69** | **728.48** | **(75.84)** | **13.29** |
| 508 Chicago | 30,507,378 | 33,697,941 | 588.59 | 599.15 | (11.94) | (116.04) |
| **GROUP 6** | **30,507,378** | **33,697,941** | **588.59** | **599.15** | **(11.94)** | **(116.04)** |
| 502 DuPage | 5,456,806 | 7,520,168 | 425.95 | 522.42 | (174.58) | (192.78) |
| 512 Harper | 2,950,999 | 3,908,569 | 372.46 | 477.64 | (228.07) | (237.55) |
| 525 Joliet | 2,624,093 | 3,430,261 | 492.14 | 588.68 | (108.39) | (126.51) |
| 532 Lake County | 3,450,587 | 5,065,296 | 621.50 | 839.74 | 20.97 | 124.54 |
| 524 Moraine Valley | 3,093,127 | 3,519,770 | 417.88 | 435.40 | (182.65) | (279.79) |
| 535 Oakton | 2,746,073 | 4,161,668 | 475.02 | 657.76 | (125.51) | (57.43) |
| 504 Triton | 5,813,024 | 6,275,425 | 710.20 | 761.95 | 109.67 | 46.76 |
| **GROUP 7** | **26,134,709** | **33,881,157** | **493.24** | **593.53** | **(107.29)** | **(121.66)** |
| **STATE TOTALS** | **$114,652,007** | **$151,148,873** | **$600.53** | **$715.19** | | |

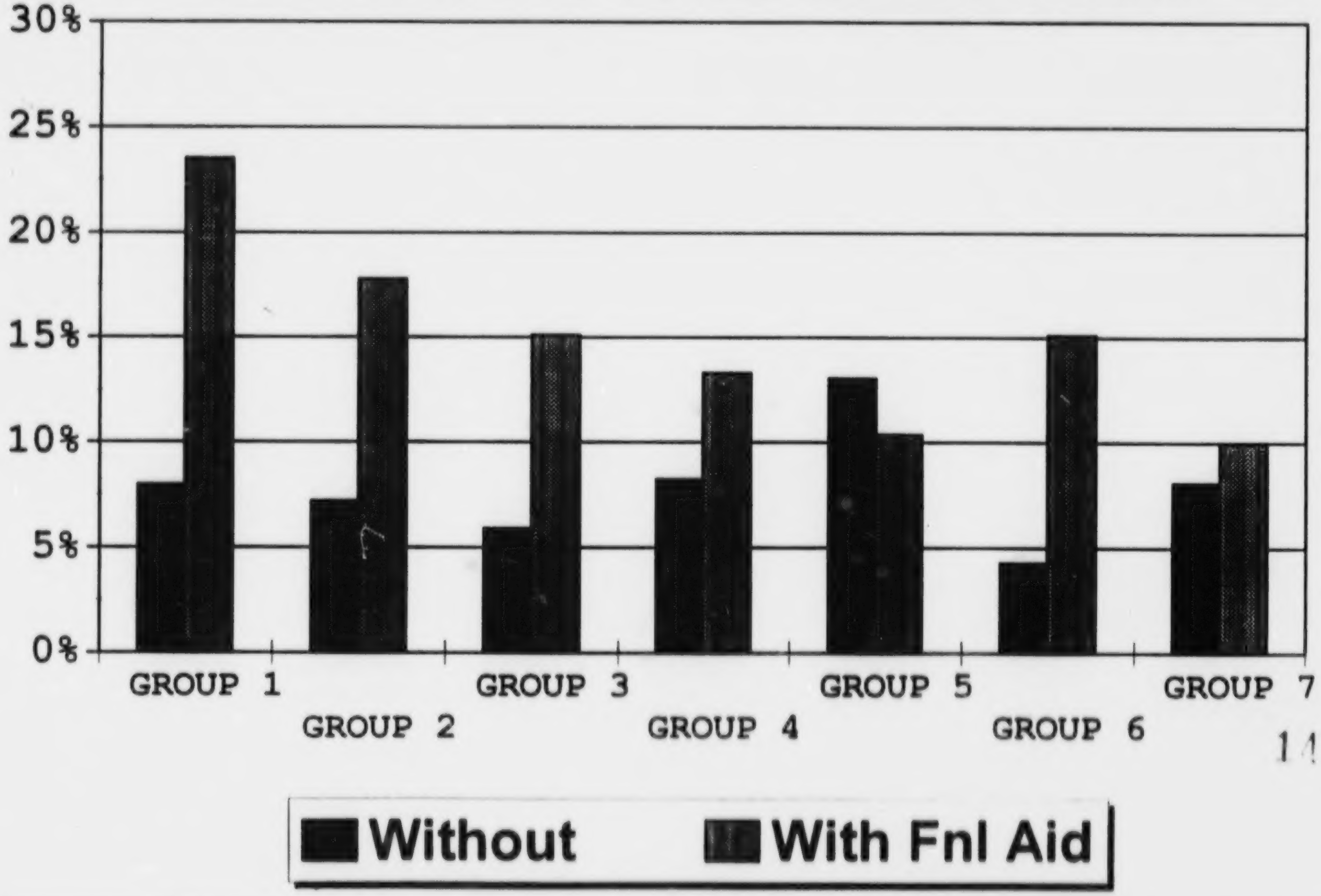
Figure 4

STUDENT SUPPORT SERVICES PERCENTAGE OF TOTAL EXPENDITURES



## Figure 5

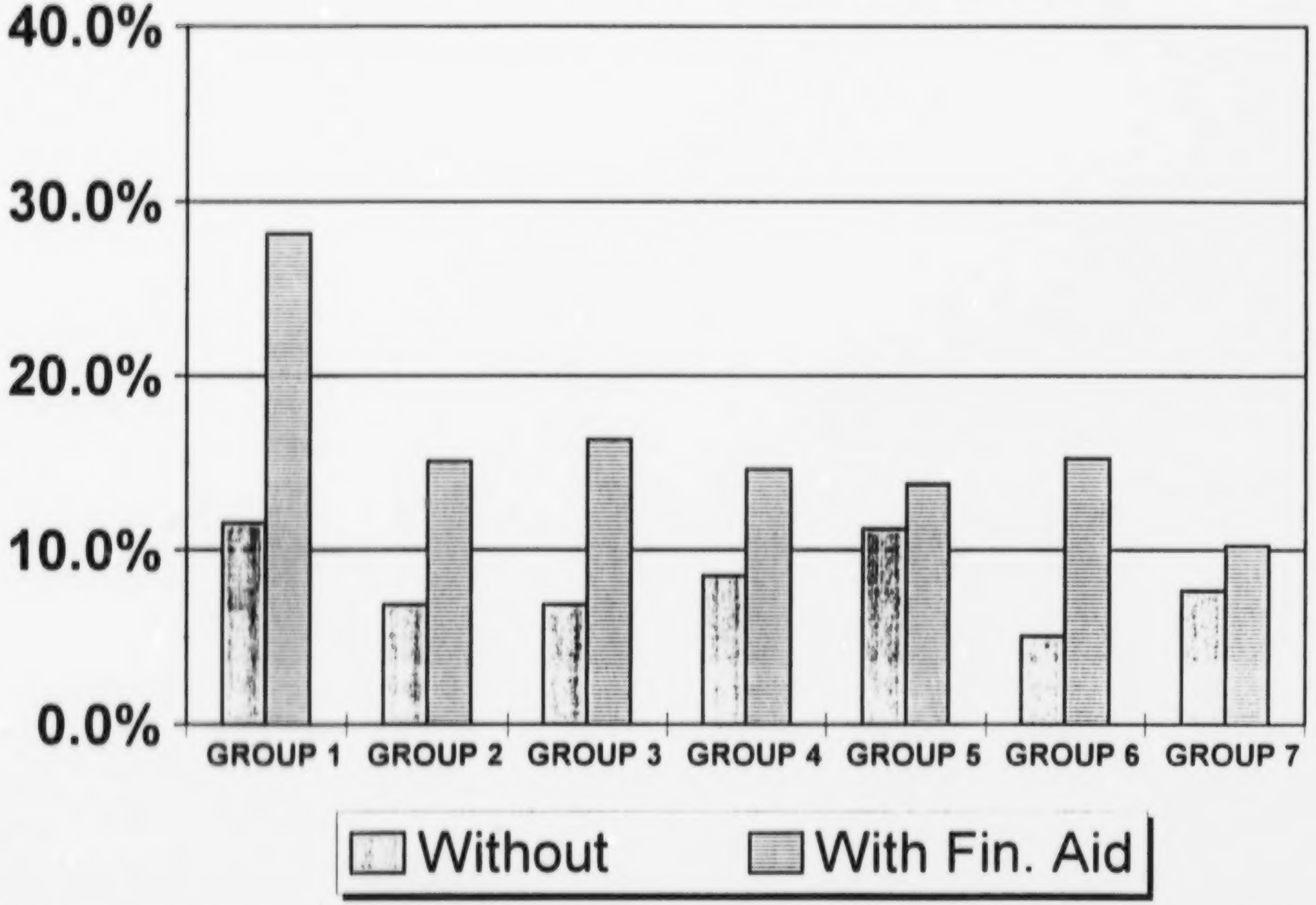
## FY 1990 STUDENT SERVICES EXPENDITURES PERCENTAGE OF TOTAL EXPENDITURES



## Figure 6

## FY 1993 STUDENT SERVICES EXPENDITURES

### PERCENTAGE OF TOTAL EXPENDITURES



**Illinois Community College Board**

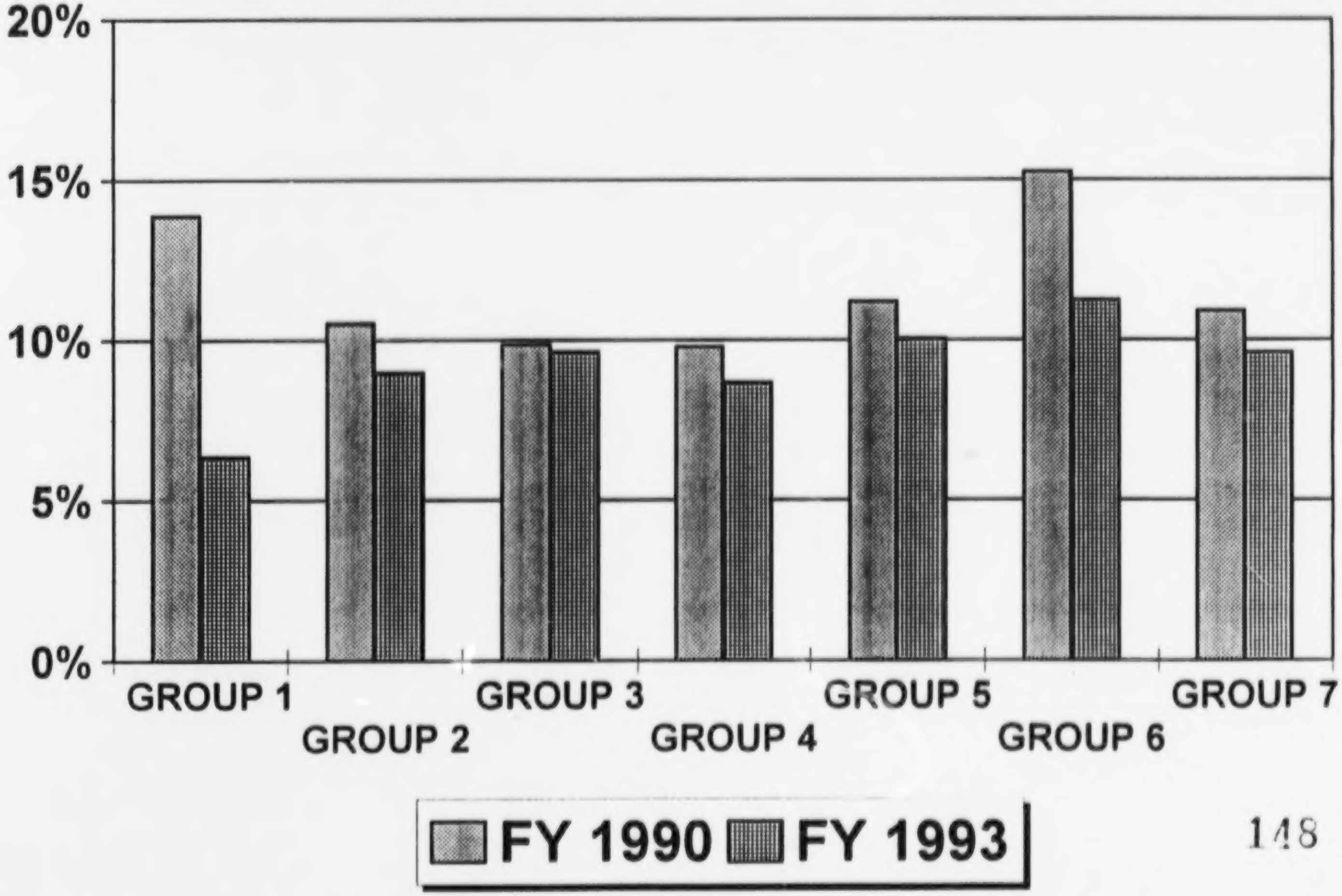
**Table B-6**

## OPERATION AND MAINTENANCE EXPENDITURES PER GROSS SQUARE FOOT AND DIFFERENCE FROM STATEWIDE AVERAGE

| | EXPENDITURES | | EXPENDITURES PER GROSS SQUARE FOOT | | DOLLAR AMOUNT ABOVE/BELOW STATEWIDE AVERAGE | |
|---|---|---|---|---|---|---|
| District | Fiscal Year 1990 | Fiscal Year 1993 | Fiscal Year 1990 | Fiscal Year 1993 | Fiscal Year 1990 | Fiscal Year 1993 |
| 518 Sandburg | $759,747 | $777,129 | $4.19 | $4.29 | $0.11 | $1.03 |
| 531 Shawnee | 496,379 | 572,068 | 5.78 | 6.66 | (1.74) | (1.45) |
| 533 Southeastern | 685,493 | 728,349 | 3.94 | 4.19 | (2.66) | (2.61) |
| 534 Spoon River | 584,710 | 585,584 | 3.02 | 3.02 | 19.19 | (5.64) |
| 601 State Comm. College | 3,169,056 | DNA | 24.86 | – | 2.04 | – |
| 539 Wood | 671,884 | 583,305 | 7.72 | 6.70 | 1.82 | (1.81) |
| **GROUP 1** | **6,367,269** | **3,246,435** | 7.50 | 3.82 | **(2.52)** | **(2.21)** |
| 507 Danville | 1,277,520 | 1,384,037 | 3.16 | 3.42 | (2.01) | (2.51) |
| 519 Highland | 1,036,588 | 883,701 | 3.66 | 3.12 | (1.81) | (1.78) |
| 501 Kaskaskia | 968,793 | 965,735 | 3.87 | 3.85 | (1.78) | (1.04) |
| 523 Kishwaukee | 906,722 | 1,070,375 | 3.90 | 4.60 | (1.25) | (0.80) |
| 521 Rend Lake | 1,003,099 | 1,096,716 | 4.42 | 4.83 | (5.67) | (3.60) |
| 506 Sauk Valley | DNA | 823,538 | – | 2.04 | – | (2.18) |
| **GROUP 2** | **5,192,722** | **6,224,102** | 2.88 | 3.45 | **(2.01)** | **(2.17)** |
| 529 Illinois Eastern | 1,780,998 | 1,680,572 | 3.67 | 3.46 | (1.90) | (0.97) |
| 513 Illinois Valley | 1,172,441 | 1,447,766 | 3.78 | 4.67 | (1.44) | (1.11) |
| 520 Kankakee | 1,055,531 | 1,130,205 | 4.23 | 4.53 | (0.55) | 2.35 |
| 517 Lake Land | 1,229,083 | 1,917,460 | 5.12 | 7.99 | (0.85) | (0.26) |
| 536 Lewis & Clark | 1,465,397 | 1,634,116 | 4.82 | 5.38 | (1.09) | 0.14 |
| 530 Logan | 1,109,791 | 1,400,552 | 4.58 | 5.78 | (0.90) | 1.53 |
| 528 McHenry | 832,084 | 1,248,230 | 4.78 | 7.16 | (1.36) | (0.42) |
| **GROUP 3** | **8,645,325** | **10,458,901** | 4.31 | 5.21 | **(0.60)** | **0.85** |
| 522 Belleville | 2,329,773 | 2,979,733 | 5.07 | 6.49 | (0.56) | (0.95) |
| 503 Black Hawk | 2,278,712 | 2,086,656 | 5.11 | 4.68 | (0.67) | 0.15 |
| 514 Illinois Central | 3,609,997 | 4,176,074 | 5.00 | 5.79 | (5.67) | 0.57 |
| 526 Lincoln Land | DNA | 1,938,300 | – | 6.20 | – | (0.70) |
| 505 Parkland | 2,175,091 | 2,363,190 | 4.54 | 4.93 | (1.89) | (0.33) |
| 537 Richland | 567,823 | 795,888 | 3.79 | 5.31 | (1.98) | (1.02) |
| 511 Rock Valley | 1,747,114 | 2,185,075 | 3.69 | 4.62 | (1.50) | (0.20) |
| **GROUP 4** | **12,708,510** | **16,524,916** | 4.18 | 5.43 | **0.07** | **1.01** |
| 509 Elgin | 2,119,502 | 2,451,929 | 5.74 | 6.64 | (0.68) | 0.70 |
| 527 Morton | 1,166,502 | 1,480,121 | 5.00 | 6.34 | (0.81) | (0.27) |
| 515 Prairie State | 1,514,665 | 1,671,030 | 4.86 | 5.36 | (0.78) | (1.96) |
| 510 South Suburban | 2,506,861 | 1,881,577 | 4.90 | 3.67 | (2.01) | 0.52 |
| 516 Waubonsee | 1,279,021 | 2,149,464 | 3.66 | 6.15 | (0.84) | (0.21) |
| **GROUP 5** | **8,586,551** | **9,634,121** | 4.84 | 5.43 | **3.01** | **1.39** |
| 508 Chicago | 30,773,538 | 24,881,266 | 8.69 | 7.02 | 3.01 | 1.39 |
| **GROUP 6** | **30,773,538** | **24,881,266** | 8.69 | 7.02 | **0.07** | **1.00** |
| 502 DuPage | 6,389,582 | 7,384,182 | 5.74 | 6.63 | 1.15 | 1.82 |
| 512 Harper | 5,006,703 | 5,462,590 | 6.83 | 7.45 | 0.06 | 0.94 |
| 525 Joliet | 2,835,618 | 3,252,263 | 5.74 | 6.58 | (0.96) | 0.41 |
| 532 Lake County | 2,448,109 | 3,142,372 | 4.71 | 6.05 | (0.01) | 0.55 |
| 524 Moraine Valley | 4,189,396 | 4,576,080 | 5.66 | 6.19 | 2.95 | 2.95 |
| 535 Oakton | 2,925,901 | 2,914,504 | 8.62 | 8.59 | 0.17 | 0.40 |
| 504 Triton | 4,858,592 | 5,013,737 | 5.85 | 6.03 | 0.33 | 1.02 |
| **GROUP 7** | **28,653,901** | **31,745,728** | 6.01 | 6.65 | **(5.67)** | **(5.64)** |
| **STATE TOTALS** | **$100,927,816** | **$102,715,469** | **$5.67** | **$5.64** | | |

Figure 7

## OPERATION & MAINTENANCE EXPENDITURES PERCENTAGE OF TOTAL EXPENDITURES



**Illinois Community College Board**

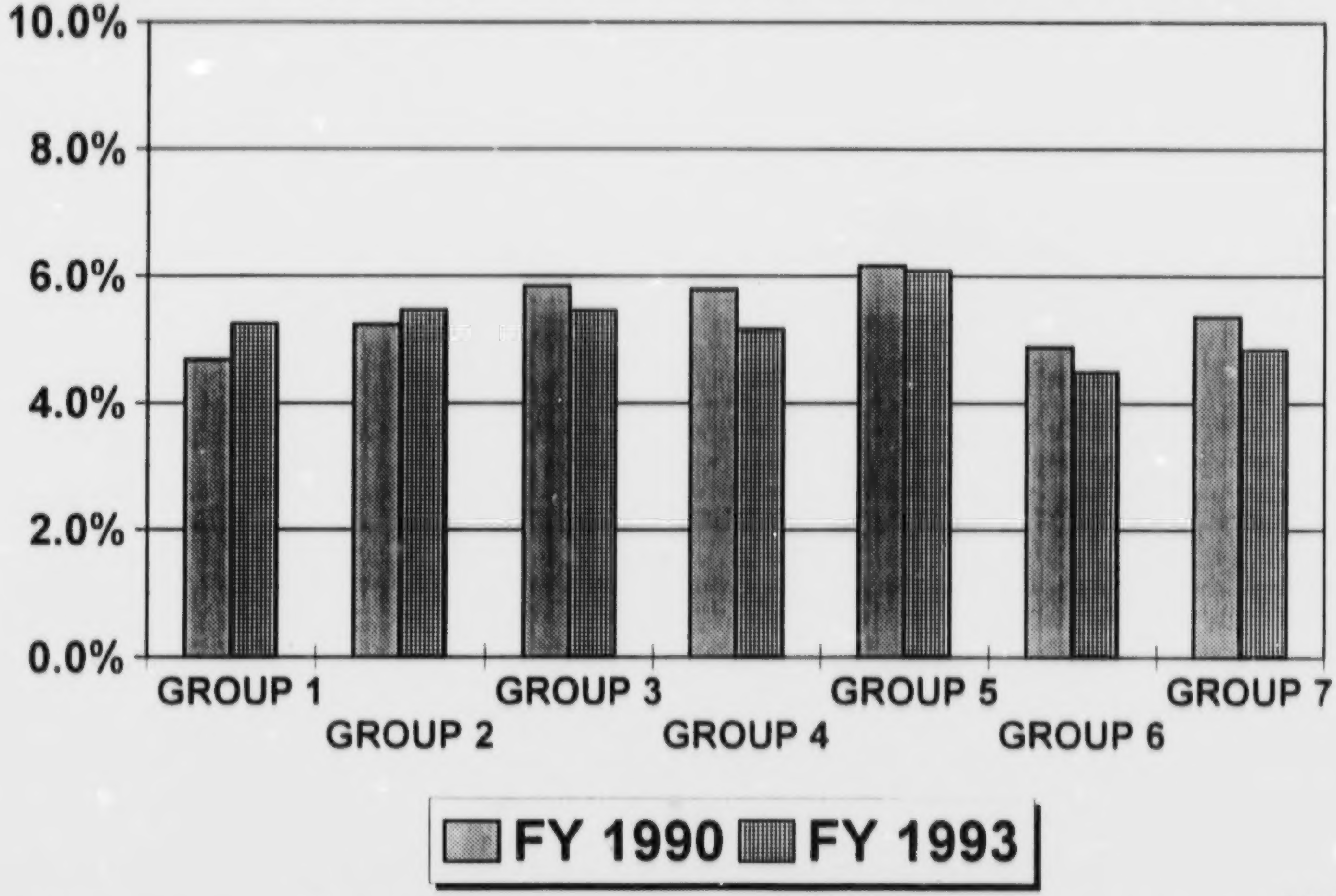
## Table B-7

## GENERAL ADMINISTRATION EXPENDITURES PER FTE STUDENT AND DIFFERENCE FROM STATEWIDE AVERAGE

| | | EXPENDITURES | | EXPENDITURES PER FTE STUDENT | | DOLLAR AMOUNT ABOVE/BELOW STATEWIDE AVERAGE | |
|---|---|---|---|---|---|---|---|
| | District | Fiscal Year 1990 | Fiscal Year 1993 | Fiscal Year 1990 | Fiscal Year 1993 | Fiscal Year 1990 | Fiscal Year 1993 |
| 518 | Sandburg | $489,997 | $848,091 | $305.29 | $472.74 | $63.98 | $217.16 |
| 531 | Shawnee | 286,614 | 357,243 | 297.32 | 255.90 | 56.01 | 0.33 |
| 533 | Southeastern | 338,781 | 412,429 | 147.55 | 183.71 | (93.76) | (71.87) |
| 534 | Spoon River | 311,130 | 319,177 | 286.49 | 219.06 | 45.18 | (36.51) |
| 601 | State Comm. College | 0 | 0 | 0.00 | 0.00 | (241.31) | (255.58) |
| 539 | Wood | 720,779 | 739,022 | 491.66 | 533.20 | 250.35 | 277.63 |
| | **GROUP 1** | **2,147,301** | **2,675,962** | **234.60** | **292.36** | **(6.71)** | **36.78** |
| 507 | Danville | 559,070 | 951,411 | 280.66 | 423.04 | 39.35 | 167.46 |
| 519 | Highland | 602,290 | 657,835 | 334.42 | 360.26 | 93.11 | 104.68 |
| 501 | Kaskaskia | 433,239 | 461,856 | 192.21 | 177.50 | (49.10) | (78.07) |
| 523 | Kishwaukee | 543,129 | 666,594 | 306.51 | 354.38 | 65.20 | 98.81 |
| 521 | Rend Lake | 445,763 | 533,466 | 216.28 | 249.52 | (25.02) | (6.06) |
| 506 | Sauk Valley | 0 | 518,827 | 0.00 | 297.49 | (241.31) | 41.92 |
| | **GROUP 2** | **2,583,491** | **3,789,989** | **207.68** | **304.66** | **(33.63)** | **49.09** |
| 529 | Illinois Eastern | 1,680,201 | 1,839,760 | 389.21 | 392.19 | 147.90 | 136.61 |
| 513 | Illinois Valley | 517,586 | 615,109 | 207.62 | 235.04 | (33.69) | (20.53) |
| 520 | Kankakee | 559,586 | 619,778 | 227.75 | 204.08 | (13.56) | (51.50) |
| 517 | Lake Land | 260,625 | 362,171 | 90.18 | 112.09 | (151.13) | (143.48) |
| 536 | Lewis & Clark | 634,507 | 576,881 | 226.61 | 187.97 | (14.70) | (67.60) |
| 530 | Logan | 447,021 | 653,581 | 149.86 | 188.90 | (91.45) | (66.68) |
| 528 | McHenry | 1,027,064 | 1,255,350 | 591.29 | 512.60 | 349.98 | 257.02 |
| | **GROUP 3** | **5,126,590** | **5,922,630** | **227.30** | **262.60** | **(14.01)** | **7.02** |
| 522 | Belleville | 1,166,958 | 1,554,002 | 184.21 | 199.69 | (57.10) | (55.88) |
| 503 | Black Hawk | 1,734,944 | 1,856,089 | 367.18 | 367.32 | 125.87 | 111.75 |
| 514 | Illinois Central | 1,735,273 | 2,399,504 | 284.70 | 373.58 | 43.39 | 118.00 |
| 526 | Lincoln Land | 0 | 704,430 | 0.00 | 157.70 | (241.31) | (97.88) |
| 505 | Parkland | 873,858 | 1,001,914 | 180.89 | 182.93 | (60.42) | (72.64) |
| 537 | Richland | 580,456 | 658,067 | 308.26 | 296.43 | 66.95 | 40.85 |
| 511 | Rock Valley | 1,440,713 | 1,652,623 | 374.31 | 382.46 | 133.00 | 126.89 |
| | **GROUP 4** | **7,532,202** | **9,826,629** | **210.73** | **274.92** | **(30.58)** | **19.35** |
| 509 | Elgin | 653,896 | 1,059,483 | 164.88 | 220.82 | (76.43) | (34.76) |
| 527 | Morton | 552,339 | 636,809 | 313.83 | 331.15 | 72.52 | 75.58 |
| 515 | Prairie State | 732,692 | 954,066 | 288.23 | 314.98 | 46.92 | 59.40 |
| 510 | South Suburban | 1,191,780 | 1,114,317 | 297.05 | 218.24 | 55.74 | (37.34) |
| 516 | Waubonsee | 1,593,079 | 2,075,481 | 554.11 | 635.29 | 312.80 | 379.71 |
| | **GROUP 5** | **4,723,786** | **5,840,156** | **260.65** | **322.25** | **19.34** | **66.68** |
| 508 | Chicago | 9,866,241 | 9,930,285 | 190.35 | 176.56 | (50.96) | (79.01) |
| | **GROUP 6** | **9,866,241** | **9,930,285** | **175.42** | **176.56** | **(65.89)** | **(79.01)** |
| 502 | DuPage | 3,794,522 | 5,350,364 | 296.19 | 371.68 | 54.88 | 116.11 |
| 512 | Harper | 1,199,187 | 1,495,970 | 151.36 | 182.81 | (89.95) | (72.76) |
| 525 | Joliet | 1,259,954 | 1,482,027 | 236.30 | 254.34 | (5.01) | (1.24) |
| 532 | Lake County | 2,420,235 | 2,205,624 | 435.92 | 365.65 | 194.61 | 110.08 |
| 524 | Moraine Valley | 1,689,545 | 1,675,499 | 228.26 | 207.26 | (13.05) | (48.31) |
| 535 | Oakton | 1,925,701 | 2,304,434 | 333.11 | 364.22 | 91.80 | 108.65 |
| 504 | Triton | 1,801,581 | 1,513,723 | 220.11 | 183.79 | (21.20) | (71.78) |
| | **GROUP 7** | **14,090,725** | **16,027,641** | **246.84** | **280.77** | **5.53** | **25.20** |
| | **STATE TOTALS** | **$46,070,336** | **$54,013,292** | **$241.31** | **$255.58** | | |

Figure 8

## GENERAL ADMINISTRATION EXPENDITURES PERCENTAGE OF TOTAL EXPENDITURES



Illinois Community College Board

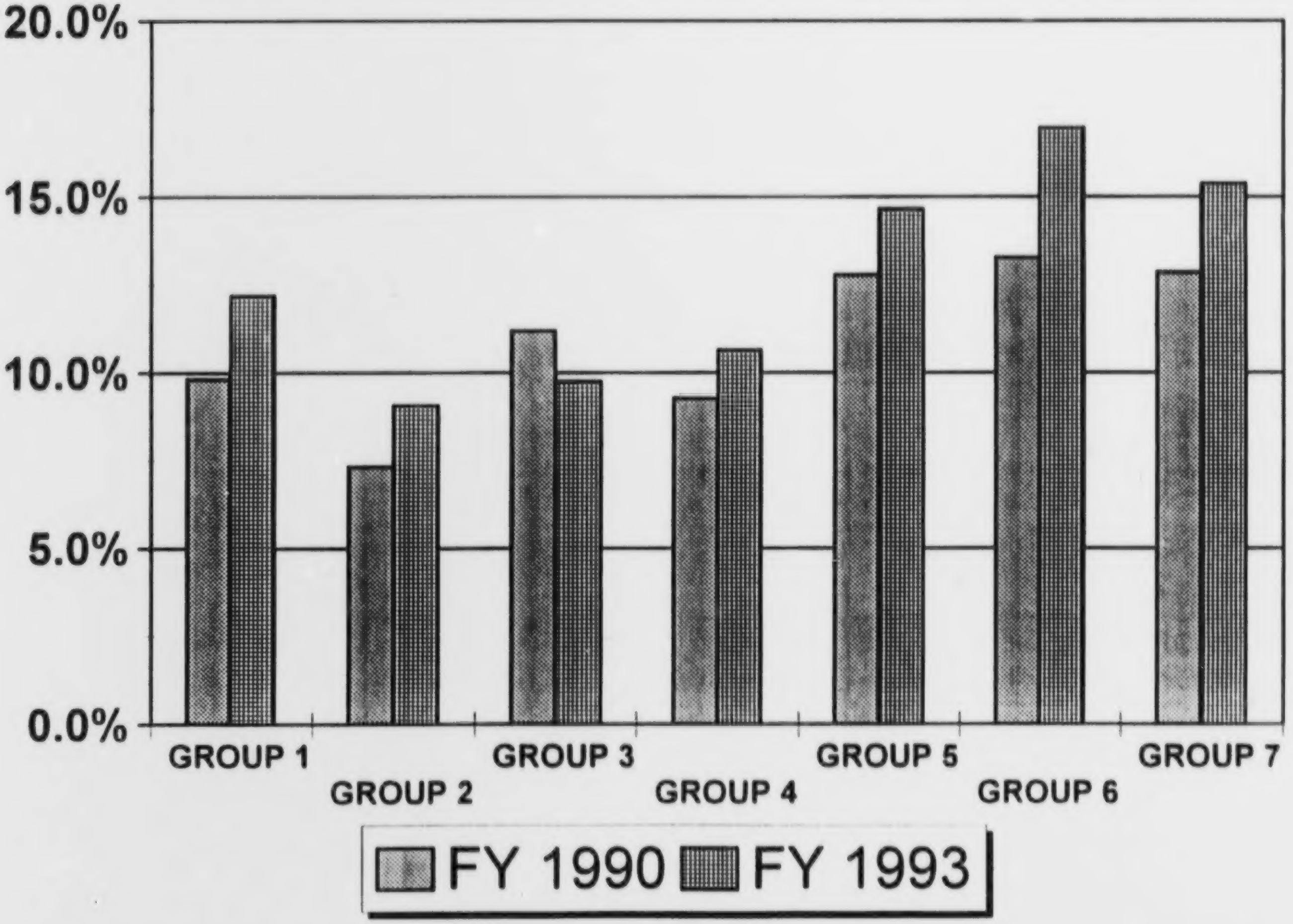
## Table B-8

## INSTITUTIONAL SUPPORT EXPENDITURES PER FTE STUDENT AND DIFFERENCE FROM STATEWIDE AVERAGE

| | District | EXPENDITURES Fiscal Year 1990 | EXPENDITURES Fiscal Year 1993 | EXPENDITURES PER FTE STUDENT Fiscal Year 1990 | EXPENDITURES PER FTE STUDENT Fiscal Year 1993 | DOLLAR AMOUNT ABOVE/BELOW STATEWIDE AVERAGE Fiscal Year 1990 | DOLLAR AMOUNT ABOVE/BELOW STATEWIDE AVERAGE Fiscal Year 1993 |
|---|---|---|---|---|---|---|---|
| 518 | Sandburg | $870,782 | $1,309,127 | $542.54 | $729.73 | $16.99 | $39.55 |
| 531 | Shawnee | 400,863 | 1,921,808 | 415.83 | 1376.65 | (109.72) | 686.47 |
| 533 | Southeastern | 446,895 | 739,496 | 194.64 | 329.40 | (330.91) | (360.78) |
| 534 | Spoon River | 803,030 | 1,051,303 | 739.44 | 721.55 | 213.88 | 31.37 |
| 601 | State Comm. College | 1,073,167 | 0 | 1401.00 | 0.00 | 875.45 | (690.18) |
| 539 | Wood | 907,086 | 1,205,392 | 618.75 | 869.69 | 93.19 | 179.51 |
| | **GROUP 1** | **4,501,823** | **6,227,126** | **550.14** | **680.34** | **24.59** | **(9.84)** |
| 507 | Danville | 1,209,715 | 1,337,724 | 607.29 | 594.81 | 81.73 | (95.37) |
| 519 | Highland | 682,601 | 971,730 | 379.01 | 532.16 | (146.54) | (158.02) |
| 501 | Kaskaskia | 745,480 | 1,302,711 | 330.74 | 500.66 | (194.82) | (189.52) |
| 523 | Kishwaukee | 198,995 | 434,513 | 112.30 | 231.00 | (413.26) | (459.18) |
| 521 | Rend Lake | 773,188 | 724,821 | 375.15 | 339.02 | (150.40) | (351.16) |
| 506 | Sauk Valley | 0 | 1,509,687 | 0.00 | 865.65 | (525.55) | 175.47 |
| | **GROUP 2** | **3,609,979** | **6,281,186** | **313.20** | **504.92** | **(212.35)** | **(185.26)** |
| 529 | Illinois Eastern | 2,739,024 | 2,384,216 | 634.47 | 508.25 | 108.92 | (181.93) |
| 513 | Illinois Valley | 776,805 | 1,080,521 | 311.59 | 412.89 | (213.96) | (277.29) |
| 520 | Kankakee | 1,500,881 | 1,620,151 | 610.86 | 533.47 | 85.30 | (156.71) |
| 517 | Lake Land | 1,657,875 | 2,192,120 | 573.66 | 678.46 | 48.10 | (11.72) |
| 536 | Lewis & Clark | 961,883 | 1,200,677 | 343.53 | 391.23 | (182.03) | (298.95) |
| 530 | Logan | 1,358,166 | 1,264,535 | 455.30 | 365.47 | (70.25) | (324.71) |
| 528 | McHenry | 817,790 | 852,919 | 470.81 | 348.27 | (54.75) | (341.91) |
| | **GROUP 3** | **9,812,424** | **10,595,139** | **498.67** | **469.77** | **(26.88)** | **(220.41)** |
| 522 | Belleville | 2,162,527 | 2,934,376 | 341.36 | 377.07 | (184.19) | (313.11) |
| 503 | Black Hawk | 2,490,739 | 3,971,559 | 527.14 | 785.98 | 1.59 | 95.80 |
| 514 | Illinois Central | 1,856,506 | 3,417,349 | 304.59 | 532.05 | (220.96) | (158.13) |
| 526 | Lincoln Land | 0 | 1,592,315 | 0.00 | 356.46 | (525.55) | (333.72) |
| 505 | Parkland | 2,966,204 | 4,954,353 | 613.99 | 904.57 | 88.44 | 214.39 |
| 537 | Richland | 1,132,172 | 902,362 | 601.26 | 406.47 | 75.70 | (283.71) |
| 511 | Rock Valley | 1,426,044 | 2,495,459 | 370.50 | 577.52 | (155.06) | (112.66) |
| | **GROUP 4** | **12,034,192** | **20,267,773** | **381.31** | **567.04** | **(144.24)** | **(123.14)** |
| 509 | Elgin | 2,841,212 | 2,672,021 | 716.39 | 556.90 | 190.84 | (133.28) |
| 527 | Morton | 1,435,885 | 2,130,312 | 815.84 | 1107.81 | 290.29 | 417.63 |
| 515 | Prairie State | 1,166,836 | 1,483,848 | 459.02 | 489.88 | (66.53) | (200.30) |
| 510 | South Suburban | 2,359,839 | 4,769,587 | 588.20 | 934.11 | 62.64 | 243.93 |
| 516 | Waubonsee | 2,009,268 | 3,009,856 | 698.88 | 921.29 | 173.32 | 231.11 |
| | **GROUP 5** | **9,813,040** | **14,065,624** | **647.51** | **776.12** | **121.96** | **85.94** |
| 508 | Chicago | 26,800,310 | 37,535,150 | 517.07 | 667.37 | (8.48) | (22.81) |
| | **GROUP 6** | **26,800,310** | **37,535,150** | **517.07** | **667.37** | **(8.48)** | **(22.81)** |
| 502 | DuPage | 4,887,494 | 5,036,434 | 381.51 | 349.87 | (144.05) | (340.31) |
| 512 | Harper | 6,404,525 | 11,028,650 | 808.35 | 1347.75 | 282.79 | 657.57 |
| 525 | Joliet | 1,992,664 | 2,881,055 | 373.72 | 494.43 | (151.84) | (195.75) |
| 532 | Lake County | 3,331,017 | 5,322,921 | 599.97 | 882.45 | 74.41 | 192.27 |
| 524 | Moraine Valley | 8,461,624 | 15,137,509 | 1143.15 | 1872.53 | 617.60 | 1,182.35 |
| 535 | Oakton | 739,072 | 862,469 | 127.85 | 136.32 | (397.71) | (553.86) |
| 504 | Triton | 7,949,715 | 10,621,641 | 971.25 | 1289.66 | 445.70 | 599.48 |
| | **GROUP 7** | **33,766,111** | **50,890,679** | **637.26** | **891.51** | **111.71** | **201.32** |
| | **STATE TOTALS** | **$100,337,879** | **$145,862,678** | **$525.55** | **$690.18** | | |

## Figure 9

## INSTITUTIONAL SUPPORT EXPENDITURES PERCENTAGE OF TOTAL EXPENDITURES



## Illinois Community College Board

## Table B-9

## INDEPENDENT OPERATIONAL EXPENDITURES PER FTE STUDENT AND DIFFERENCE FROM STATEWIDE AVERAGE

| | *EXPENDITURES* | | *EXPENDITURES PER FTE STUDENT* | | *DOLLAR AMOUNT ABOVE/BELOW STATEWIDE AVERAGE* | |
|---|---|---|---|---|---|---|
| ***District*** | ***Fiscal Year 1990*** | ***Fiscal Year 1993*** | ***Fiscal Year 1990*** | ***Fiscal Year 1993*** | ***Fiscal Year 1990*** | ***Fiscal Year 1993*** |
| *518 Sandburg* | *$0* | *$0* | *$0.00* | *$0.00* | *($260.65)* | *($309.53)* |
| *531 Shawnee* | *629,741* | *0* | *653.26* | *0.00* | *392.61* | *(309.53)* |
| *533 Southeastern* | *489,181* | *619,403* | *213.06* | *275.90* | *(47.59)* | *(33.62)* |
| *534 Spoon River* | *644,260* | *744,151* | *593.24* | *510.74* | *332.59* | *201.21* |
| *601 State Comm. College* | *18,715* | *0* | *24.43* | *0.00* | *(236.22)* | *(309.53)* |
| *539 Wood* | *244,936* | *625,241* | *167.08* | *451.11* | *(93.57)* | *141.58* |
| ***GROUP 1*** | ***2,026,833*** | ***1,988,795*** | ***247.69*** | ***217.28*** | ***(12.96)*** | ***(92.24)*** |
| *507 Danville* | *107,056* | *814,780* | *53.74* | *362.29* | *(206.91)* | *52.76* |
| *519 Highland* | *490,014* | *658,279* | *272.08* | *360.50* | *11.43* | *50.98* |
| *501 Kaskaskia* | *930,520* | *1,250,079* | *412.83* | *480.43* | *152.18* | *170.90* |
| *523 Kishwaukee* | *2,808* | *6,492* | *1.58* | *3.45* | *(259.07)* | *(306.08)* |
| *521 Rend Lake* | *796,804* | *859,492* | *386.61* | *402.01* | *125.96* | *92.48* |
| *506 Sauk Valley* | *0* | *1,241,687* | *0.00* | *711.98* | *(260.65)* | *402.45* |
| ***GROUP 2*** | ***2,327,202*** | ***4,830,809*** | ***201.91*** | ***388.33*** | ***(58.74)*** | ***78.80*** |
| *529 Illinois Eastern* | *1,416,160* | *1,636,016* | *328.04* | *348.76* | *67.39* | *39.23* |
| *513 Illinois Valley* | *1,520,086* | *1,595,473* | *609.74* | *609.66* | *349.09* | *300.13* |
| *520 Kankakee* | *795,759* | *1,006,207* | *323.87* | *331.32* | *63.22* | *21.79* |
| *517 Lake Land* | *387,608* | *531,484* | *134.12* | *164.50* | *(126.53)* | *(145.03)* |
| *536 Lewis & Clark* | *306,549* | *364,715* | *109.48* | *118.84* | *(151.17)* | *(190.69)* |
| *530 Logan* | *453,554* | *556,932* | *152.05* | *160.96* | *(108.61)* | *(148.56)* |
| *528 McHenry* | *1,494,874* | *1,709,516* | *860.61* | *698.05* | *599.96* | *388.52* |
| ***GROUP 3*** | ***6,374,590*** | ***7,400,343*** | ***323.96*** | ***328.12*** | ***63.31*** | ***18.59*** |
| *522 Belleville* | *2,384,646* | *4,142,812* | *376.42* | *532.36* | *115.77* | *222.83* |
| *503 Black Hawk* | *1,952,148* | *2,582,003* | *413.15* | *510.98* | *152.50* | *201.46* |
| *514 Illinois Central* | *3,747,180* | *4,781,715* | *614.80* | *744.47* | *354.14* | *434.94* |
| *526 Lincoln Land* | *0* | *1,605,849* | *0.00* | *359.49* | *(260.65)* | *49.96* |
| *505 Parkland* | *1,438,834* | *1,955,713* | *297.83* | *357.08* | *37.18* | *47.55* |
| *537 Richland* | *0* | *0* | *0.00* | *0.00* | *(260.65)* | *(309.53)* |
| *511 Rock Valley* | *236,594* | *305,409* | *61.47* | *70.68* | *(199.18)* | *(238.85)* |
| ***GROUP 4*** | ***9,759,402*** | ***15,373,501*** | ***309.23*** | ***430.11*** | ***48.58*** | ***120.59*** |
| *509 Elgin* | *2,377,584* | *2,914,437* | *599.49* | *607.43* | *338.84* | *297.90* |
| *527 Morton* | *670,948* | *838,479* | *381.22* | *436.03* | *120.57* | *126.50* |
| *515 Prairie State* | *937,325* | | *368.74* | *0.00* | *108.08* | *(309.53)* |
| *510 South Suburban* | *1,717,349* | *2,719,250* | *428.05* | *532.56* | *167.40* | *223.03* |
| *516 Waubonsee* | *1,721,736* | *2,010,844* | *598.86* | *615.50* | *338.21* | *305.97* |
| ***GROUP 5*** | ***7,424,942*** | ***8,483,010*** | ***489.93*** | ***468.08*** | ***229.28*** | ***158.55*** |
| *508 Chicago* | *0* | *0* | *0.00* | *0.00* | *(260.65)* | *(309.53)* |
| ***GROUP 6*** | ***0*** | ***0*** | ***0.00*** | ***0.00*** | ***(260.65)*** | ***(309.53)*** |
| *502 DuPage* | *3,697,004* | *4,677,249* | *288.58* | *324.92* | *27.93* | *15.39* |
| *512 Harper* | *3,369,037* | *4,116,646* | *425.22* | *503.07* | *164.57* | *193.55* |
| *525 Joliet* | *2,580,365* | *3,659,966* | *483.94* | *628.10* | *223.29* | *318.58* |
| *532 Lake County* | *4,163,985* | *5,754,839* | *750.00* | *954.05* | *489.35* | *644.52* |
| *524 Moraine Valley* | *0* | *0* | *0.00* | *0.00* | *(260.65)* | *(309.53)* |
| *535 Oakton* | *3,934,271* | *5,285,795* | *680.55* | *835.43* | *419.90* | *525.91* |
| *504 Triton* | *4,105,392* | *3,844,488* | *501.58* | *466.79* | *240.92* | *157.26* |
| ***GROUP 7*** | ***21,850,054*** | ***27,338,983*** | ***412.37*** | ***478.93*** | ***151.72*** | ***169.40*** |
| ***STATE TOTALS*** | ***$49,763,023*** | ***$65,415,441*** | ***$260.65*** | ***$309.53*** | | |

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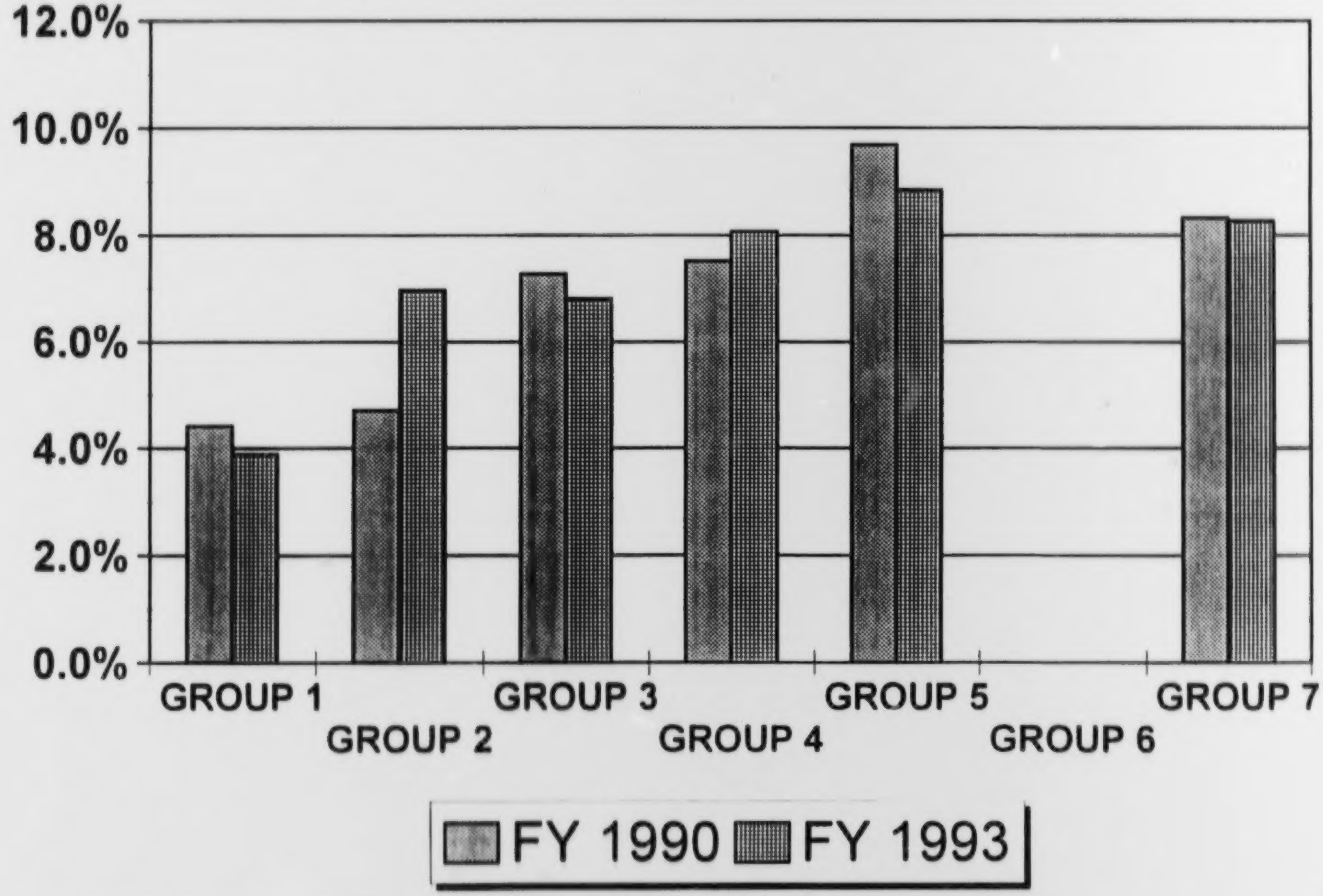
**Figure 10**

**INDEPENDENT OPERATIONS EXPENDITURES PERCENTAGE OF TOTAL EXPENDITURES**



Appendix C

## RETENTION STUDY TABLES

### *Illinois Community College Board*
### *Table C-1*
### *INSTITUTIONAL RETENTION RATES BY PEER GROUP*

| Dist No. | District | FY 88 Cohort* | Students Retained** | Retention Rate | FY 88 Cohort (Full-Time Students Only) | Students Retained | Retention Rate |
|---|---|---|---|---|---|---|---|
| 518 | Sandburg | 222 | 102 | 45.9% | 179 | 81 | 45.3% |
| 531 | Shawnee | 195 | 103 | 52.8% | 161 | 84 | 52.2% |
| 533 | Southeastern | 453 | 273 | 60.3% | 319 | 197 | 61.8% |
| 534 | Spoon River | 224 | 122 | 54.5% | 196 | 110 | 56.1% |
| 601 | State Community | 163 | 47 | 28.8% | 138 | 42 | 30.4% |
| 539 | Wood | 368 | 156 | 42.4% | 211 | 91 | 43.1% |
| | Group 1 Average | 271 | 134 | 49.4% | 1,204 | 605 | 50.2% |
| 507 | Danville | 485 | 228 | 47.0% | 391 | 187 | 47.8% |
| 519 | Highland | 612 | 321 | 52.5% | 525 | 277 | 52.8% |
| 501 | Kaskaskia | 375 | 210 | 56.0% | 324 | 182 | 56.2% |
| 523 | Kishwaukee | 262 | 172 | 65.6% | 203 | 134 | 66.0% |
| 521 | Rend Lake | 532 | 291 | 54.7% | 430 | 247 | 57.4% |
| 506 | Sauk Valley | 621 | 334 | 53.8% | 415 | 236 | 56.9% |
| | Group 2 Average | 481 | 259 | 53.9% | 381 | 211 | 55.4% |
| 529 | Illinois Eastern | | | | | | |
| | Frontier | 39 | 28 | 71.8% | 22 | 18 | 81.8% |
| | Lincoln Trail | 179 | 111 | 62.0% | 159 | 100 | 62.9% |
| | Olney Central | 294 | 201 | 68.4% | 277 | 190 | 68.6% |
| | Wabash | 310 | 226 | 72.9% | 297 | 217 | 73.1% |
| 513 | Illinois Valley | 601 | 325 | 54.1% | 530 | 285 | 53.8% |
| 520 | Kankakee | 343 | 167 | 48.7% | 234 | 119 | 50.9% |
| 517 | Lake Land | 667 | 369 | 55.3% | 556 | 325 | 58.5% |
| 536 | Lewis & Clark | 662 | 309 | 46.7% | 438 | 204 | 46.6% |
| 530 | Logan | 675 | 310 | 45.9% | 554 | 257 | 46.4% |
| 528 | McHenry | 208 | 100 | 48.1% | 120 | 57 | 47.5% |
| | Group 3 Average | 398 | 215 | 53.9% | 319 | 177 | 55.5% |
| 522 | Belleville | 1,195 | 542 | 45.4% | 785 | 382 | 48.7% |
| 503 | Black Hawk | 1,213 | 518 | 42.7% | 799 | 357 | 44.7% |
| 540 | Heartland | – | – | – | – | – | – |
| 514 | Illinois Central | 1,117 | 522 | 46.7% | 908 | 425 | 46.8% |
| 526 | Lincoln Land | 941 | 459 | 48.8% | 699 | 351 | 50.2% |
| 505 | Parkland | 916 | 445 | 48.6% | 728 | 367 | 50.4% |
| 537 | Richland | 501 | 289 | 57.7% | 306 | 169 | 55.2% |
| 511 | Rock Valley | 952 | 467 | 49.1% | 701 | 362 | 51.6% |
| | Group 4 Average | 976 | 463 | 47.4% | 704 | 345 | 49.0% |
| 509 | Elgin | 342 | 189 | 55.3% | 238 | 136 | 57.1% |
| 527 | Morton | 376 | 221 | 58.8% | 249 | 153 | 61.4% |
| 515 | Prairie State | 698 | 326 | 46.7% | 409 | 188 | 46.0% |
| 510 | South Suburban | 1,002 | 465 | 46.4% | 607 | 280 | 46.1% |
| 516 | Waubonsee | 449 | 258 | 57.5% | 317 | 188 | 59.3% |
| | Group 5 Average | 573 | 292 | 50.9% | 364 | 189 | 51.9% |
| 508 | Chicago | | | | | | |
| | Daley | 660 | 322 | 48.8% | 418 | 197 | 47.1% |
| | Kennedy-King | 461 | 166 | 36.0% | 338 | 126 | 37.3% |
| | Malcolm X | 89 | 37 | 41.6% | 69 | 25 | 36.2% |
| | Olive-Harvey | 463 | 217 | 46.9% | 343 | 162 | 47.2% |
| | Truman | 299 | 138 | 46.2% | 168 | 69 | 41.1% |
| | Washington | 889 | 344 | 38.7% | 385 | 158 | 41.0% |
| | Wright | 796 | 348 | 43.7% | 532 | 236 | 44.4% |
| *** | Group 6 Average | 522 | 225 | 42.9% | 322 | 139 | 43.2% |
| 502 | DuPage | 2,600 | 1,356 | 52.2% | 1,747 | 930 | 53.2% |
| 512 | Harper | 1,429 | 777 | 54.4% | 1,038 | 577 | 55.6% |
| 525 | Joliet | 1,510 | 700 | 46.4% | 1,105 | 515 | 46.6% |
| 532 | Lake County | 1,135 | 524 | 46.2% | 638 | 314 | 49.2% |
| 524 | Moraine Valley | 2,218 | 1,097 | 49.5% | 1,574 | 806 | 51.2% |
| 535 | Oakton | 535 | 250 | 46.7% | 288 | 145 | 50.3% |
| 504 | Triton | 2,148 | 1,079 | 50.2% | 1,559 | 817 | 52.4% |
| | Group 7 Average | 1,654 | 826 | 49.9% | 1,136 | 586 | 51.6% |
| STATE AVG/TOTAL | | 33,720 | 16,702 | 49.5% | 23,784 | 12,150 | 51.1% |

**Includes first-time students in 1.1 or 1.2 programs who have earned at least 12 credit hours within a four-year time period.*

***Includes those students who graduated or transferred during FY 88-92 or were enrolled in FY 93.*

****Includes City-Wide College historical data.*

### *Illinois Community College Board*
### *Table C-2*
### *COURSE RETENTION RATES BY PROGRAM OF ENROLLMENT AND PEER GROUP*

| Dist | | General Associate | | | Baccalaureate | | | Occupationa | | |
|---|---|---|---|---|---|---|---|---|---|---|
| No | District | 1991 | 1992 | 1993 | 1991 | 1992 | 1993 | 1991 | 1992 | 1993 |
| 518 | Sandburg | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA |
| 531 | Shawnee | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA |
| 533 | Southeastern | DNA | 79.3% | 79.7% | 89.7% | 82.5% | 84.5% | 79.8% | 82.1% | 85.9% |
| 534 | Spoon River | 65.0% | 66.6% | 68.7% | 78.5% | 81.6% | 80.7% | 75.3% | 76.7% | 79.4% |
| 601 | State Community | – | – | – | DNA | 68.1% | DNA | DNA | 67.0% | DNA |
| 539 | Wood | 45.9% | 57.7% | 67.6% | 72.9% | 72.3% | 73.2% | 70.2% | 74.0% | 73.4% |
| | Group 1 Average | 55.5% | 67.9% | 72.0% | 80.4% | 76.1% | 79.5% | 75.1% | 75.0% | 79.6% |
| 507 | Danville | – | – | – | 72.6% | 71.1% | 74.5% | 73.3% | 74.3% | 78.2% |
| 519 | Highland | 69.1% | 76.8% | 68.1% | 74.1% | 75.5% | 74.3% | 76.5% | 81.1% | 77.2% |
| 501 | Kaskaskia | 67.2% | 69.9% | 73.3% | 84.8% | 83.6% | 84.4% | 81.2% | 81.5% | 84.3% |
| 523 | Kishwaukee | – | – | – | 78.3% | 81.0% | 74.7% | 89.1% | 90.6% | 86.9% |
| 521 | Rend Lake | – | – | – | 86.8% | 78.3% | 78.4% | 86.5% | 81.2% | 81.2% |
| 506 | Sauk Valley | 68.8% | 86.0% | 85.5% | 75.7% | 79.3% | 79.7% | 81.1% | 81.9% | 82.3% |
| | Group 2 Average | 68.4% | 77.6% | 75.6% | 78.7% | 78.1% | 77.7% | 81.3% | 81.8% | 81.7% |
| 529 | Illinois Eastern | | | | | | | | | |
| | Frontier | 86.4% | DNA | 88.2% | 80.7% | 80.2% | 82.0% | 84.7% | 82.2% | 84.7% |
| | Lincoln Trail | 54.8% | 61.7% | 72.4% | 76.5% | 81.7% | 78.6% | 81.4% | 74.0% | 81.4% |
| | Olney Central | 71.2% | DNA | 83.3% | 84.1% | 85.0% | 85.0% | 88.5% | 87.4% | 88.5% |
| | Wabash | 81.5% | 61.8% | 89.2% | 80.7% | 82.1% | 83.6% | 90.3% | 89.8% | 90.3% |
| 513 | Illinois Valley | 77.3% | 71.2% | 65.6% | 81.7% | 79.7% | 79.9% | 82.2% | 80.3% | 82.6% |
| 520 | Kankakee | 74.9% | 79.9% | 77.9% | 80.3% | 83.1% | 81.3% | 80.0% | 83.0% | 82.3% |
| 517 | Lake Land | 71.4% | 81.8% | 85.8% | 75.9% | 80.6% | 79.2% | 75.6% | 83.0% | 83.5% |
| 536 | Lewis & Clark | 79.3% | 87.3% | 79.5% | 87.4% | 88.1% | 88.4% | 89.4% | 90.3% | 90.6% |
| 530 | Logan | – | – | – | 89.2% | 85.4% | 85.3% | 88.1% | 87.2% | 86.7% |
| 528 | McHenry | 70.4% | 84.3% | 75.3% | 74.0% | 74.2% | 72.5% | 77.9% | 79.1% | 79.4% |
| | Group 3 Average | 74.1% | 75.4% | 79.7% | 81.1% | 82.0% | 81.6% | 83.8% | 83.6% | 85.0% |
| 522 | Belleville | – | – | – | 80.2% | 80.7% | 80.5% | 83.9% | 82.5% | 83.0% |
| 503 | Black Hawk | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA |
| 540 | Heartland | – | – | – | – | – | 78.1% | – | – | – |
| 514 | Illinois Central | 68.5% | 70.0% | 70.6% | 79.2% | 79.2% | 79.3% | 79.5% | 81.1% | 80.9% |
| 526 | Lincoln Land | – | – | – | DNA | DNA | DNA | DNA | DNA | DNA |
| 505 | Parkland | 73.7% | 74.8% | 74.2% | 75.5% | 73.0% | 72.1% | 81.2% | 80.0% | 79.3% |
| 537 | Richland | DNA | 87.9% | 61.3% | 75.9% | 73.1% | 71.6% | 74.5% | 75.0% | 76.3% |
| 511 | Rock Valley | DNA | 77.4% | 90.9% | 91.9% | 91.7% | 91.7% | 93.1% | 94.2% | 93.1% |
| | Group 4 Average | 71.1% | 77.5% | 74.3% | 80.5% | 79.5% | 78.9% | 82.4% | 82.6% | 82.5% |
| 509 | Elgin | 61.6% | 71.9% | 70.4% | 72.2% | 74.0% | 73.7% | 77.7% | 79.0% | 78.6% |
| 527 | Morton | 68.1% | DNA | 89.5% | 75.2% | 76.1% | 77.2% | 82.1% | 84.3% | 83.4% |
| 515 | Prairie State | – | – | – | 75.1% | 75.1% | 74.3% | 81.0% | 82.6% | 80.6% |
| 510 | South Suburban | – | – | – | 74.1% | 76.0% | 75.5% | 77.8% | 81.2% | 79.6% |
| 516 | Waubonsee | 69.8% | 72.9% | 69.1% | 77.4% | 79.2% | 77.9% | 77.2% | 78.9% | 78.7% |
| | Group 5 Average | 66.5% | 72.4% | 76.3% | 74.8% | 76.1% | 75.7% | 79.2% | 81.2% | 80.2% |
| 508 | Chicago | | | | | | | | | |
| | City-Wide | 73.2% | 61.8% | 57.4% | 68.4% | 57.8% | 67.4% | 80.8% | 82.3% | 82.2% |
| | Daley | 71.6% | 72.2% | 69.9% | 72.0% | 73.7% | 68.1% | 78.8% | 84.8% | 83.6% |
| | Kennedy-King | 77.7% | 71.8% | 84.8% | 69.0% | 68.5% | 77.9% | 75.0% | 75.0% | 77.0% |
| | Malcolm X | 65.4% | 66.2% | 71.9% | 65.8% | 64.2% | 74.7% | 76.3% | 81.3% | 81.8% |
| | Olive-Harvey | 66.1% | 66.0% | 64.8% | 70.0% | 70.0% | 67.4% | 74.9% | 76.5% | 73.8% |
| | Truman | 75.1% | 78.9% | 79.1% | 73.1% | 74.6% | 58.2% | 83.1% | 81.6% | 83.2% |
| | Washington | 75.2% | 76.8% | 75.4% | 70.3% | 70.2% | 71.9% | 72.4% | 72.5% | 75.1% |
| | Wright | 70.2% | 71.6% | 73.3% | 76.6% | 77.6% | 74.1% | 78.2% | 79.0% | 84.0% |
| | Group 6 Average | 71.8% | 70.7% | 72.1% | 70.7% | 70.8% | 70.0% | 77.4% | 79.1% | 80.1% |
| 502 | DuPage | DNA | DNA | 74.2% | DNA | DNA | 71.0% | DNA | DNA | 75.7% |
| 512 | Harper | – | – | – | 69.2% | 69.9% | 69.5% | 74.9% | 74.7% | 73.9% |
| 525 | Joliet | 90.1% | 89.6% | 92.5% | 89.9% | 90.5% | 91.0% | 91.4% | 91.5% | 92.1% |
| 532 | Lake County | – | – | – | 75.7% | 75.8% | 75.7% | 77.8% | 75.2% | 75.2% |
| 524 | Moraine Valley | – | – | – | 82.8% | 82.1% | 82.3% | 83.2% | 84.0% | 84.5% |
| 535 | Oakton | – | – | – | 70.5% | 69.1% | 69.0% | 76.3% | 74.1% | 74.4% |
| 504 | Triton | 78.1% | 89.6% | 69.9% | 73.6% | 73.4% | 72.6% | 79.0% | 80.6% | 80.7% |
| | Group 7 Average | 84.1% | 89.6% | 78.9% | 77.0% | 76.8% | 75.9% | 80.4% | 80.0% | 79.5% |
| STATE AVERAGE | | 72.2% | 74.3% | 74.5% | 76.8% | 76.9% | 75.3% | 80.5% | 81.3% | 81.2% |

*DNA - Data Not Available*

*– Not Applicable*

*SOURCE OF DATA: Annual Enrollment and Completion (A1) Records*

### *Illinois Community College Board*
### *Table C-2 (Continued)*
### *COURSE RETENTION RATES BY PROGRAM OF ENROLLMENT AND PEER GROUP*

| Dist | | General Studies | | | Vocational | | |
|---|---|---|---|---|---|---|---|
| No | District | 1991 | 1992 | 1993 | 1991 | 1992 | 1993 |
| 518 | Sandburg | DNA | DNA | DNA | DNA | DNA | DNA |
| 531 | Shawnee | DNA | DNA | DNA | DNA | DNA | DNA |
| 533 | Southeastern | 50.4% | 67.4% | 72.8% | 82.4% | 71.3% | 86.6% |
| 534 | Spoon River | – | – | – | 82.2% | 86.1% | 85.5% |
| 601 | State Community | DNA | 76.5% | DNA | DNA | 69.8% | DNA |
| 539 | Wood | 83.6% | 80.9% | 77.1% | – | – | 81.2% |
| | Group 1 Average | 67.0% | 74.9% | 75.0% | 82.3% | 75.7% | 84.4% |
| 507 | Danville | – | – | – | DNA | DNA | DNA |
| 519 | Highland | 88.0% | 94.6% | 90.9% | 80.6% | 86.2% | 86.7% |
| 501 | Kaskaskia | 79.1% | 80.6% | 82.2% | 67.4% | 83.6% | 67.0% |
| 523 | Kishwaukee | 87.0% | 86.9% | 84.5% | 97.2% | 92.6% | 85.8% |
| 521 | Rend Lake | – | – | – | 55.8% | 77.2% | 70.8% |
| 506 | Sauk Valley | 67.4% | 96.0% | – | 85.0% | 86.9% | 84.1% |
| | Group 2 Average | 80.4% | 89.5% | 85.9% | 77.2% | 85.3% | 78.9% |
| 529 | Illinois Eastern | | | | | | |
| | Frontier | 88.6% | 92.2% | 90.9% | 94.3% | 93.8% | 96.9% |
| | Lincoln Trail | 86.7% | 88.4% | 79.0% | 70.2% | 76.2% | 75.7% |
| | Olney Central | 88.4% | 83.1% | 80.6% | 79.0% | 82.3% | 97.2% |
| | Wabash | 79.3% | 87.2% | 89.9% | 85.6% | 79.1% | 70.3% |
| 513 | Illinois Valley | 90.9% | 88.9% | 89.2% | DNA | 77.8% | – |
| 520 | Kankakee | 81.8% | 88.2% | 94.4% | 69.5% | 90.6% | 91.4% |
| 517 | Lake Land | – | – | – | 78.4% | 82.3% | 86.6% |
| 536 | Lewis & Clark | 87.9% | 90.0% | 88.5% | 86.7% | DNA | 89.5% |
| 530 | Logan | DNA | DNA | DNA | DNA | DNA | DNA |
| 528 | McHenry | – | – | – | 90.4% | 83.0% | 81.3% |
| | Group 3 Average | 86.2% | 88.3% | 87.5% | 81.8% | 83.1% | 86.1% |
| 522 | Belleville | – | – | – | 83.4% | 91.4% | 90.5% |
| 503 | Black Hawk | DNA | DNA | DNA | DNA | DNA | DNA |
| 540 | Heartland | – | – | – | – | – | 80.0% |
| 514 | Illinois Central | 81.7% | 87.3% | 84.5% | 61.3% | 64.4% | 77.5% |
| 526 | Lincoln Land | DNA | DNA | DNA | DNA | DNA | DNA |
| 505 | Parkland | 60.0% | – | – | – | – | – |
| 537 | Richland | 58.7% | 61.0% | 66.6% | – | 66.7% | 90.2% |
| 511 | Rock Valley | 93.0% | 97.1% | 95.6% | 92.7% | 94.7% | 93.6% |
| | Group 4 Average | 73.4% | 81.8% | 82.2% | 79.1% | 79.3% | 86.4% |
| 509 | Elgin | – | – | DNA | 70.3% | 74.4% | 66.6% |
| 527 | Morton | 70.2% | 75.3% | 72.6% | 68.0% | 69.4% | 69.9% |
| 515 | Prairie State | 67.7% | 75.8% | 69.4% | 74.1% | 79.5% | 78.4% |
| 510 | South Suburban | 53.1% | 63.9% | 38.9% | 71.2% | 66.6% | 67.1% |
| 516 | Waubonsee | 72.1% | 76.1% | 75.2% | DNA | DNA | 64.0% |
| | Group 5 Average | 65.8% | 72.8% | 64.0% | 70.9% | 72.5% | 69.2% |
| 508 | Chicago | | | | | | |
| | City-Wide | 72.6% | 72.4% | 80.7% | 72.8% | 76.7% | 75.9% |
| | Daley | 70.3% | 65.3% | 61.7% | 70.4% | 71.3% | 75.3% |
| | Kennedy-King | 73.4% | 78.1% | 76.7% | 74.3% | 57.1% | 57.3% |
| | Malcolm X | 72.9% | 85.5% | 89.0% | 63.6% | 70.1% | 79.6% |
| | Olive-Harvey | 90.5% | 90.8% | 70.8% | 74.6% | 73.6% | 73.9% |
| | Truman | 74.7% | 67.4% | 60.9% | 66.7% | 74.0% | 73.0% |
| | Washington | 73.6% | 82.7% | 76.2% | 70.0% | 67.2% | 69.7% |
| | Wright | 82.1% | 64.5% | 69.6% | 73.1% | 71.4% | 74.1% |
| | Group 6 Average | 76.3% | 75.8% | 73.2% | 70.7% | 70.2% | 72.4% |
| 502 | DuPage | DNA | DNA | 71.3% | DNA | DNA | 70.0% |
| 512 | Harper | 69.3% | 64.5% | 64.2% | 66.1% | 64.4% | 64.4% |
| 525 | Joliet | 88.1% | 87.9% | 87.1% | 89.7% | 89.6% | 91.0% |
| 532 | Lake County | 71.7% | 69.8% | 67.5% | 73.2% | 71.7% | 73.6% |
| 524 | Moraine Valley | DNA | DNA | DNA | 42.5% | 59.5% | 34.0% |
| 535 | Oakton | 79.7% | 71.4% | 46.5% | 91.7% | 84.3% | 47.4% |
| 504 | Triton | 87.3% | 83.6% | 94.0% | 83.2% | 79.1% | 81.9% |
| | Group 7 Average | 66.0% | 62.9% | 71.8% | 63.8% | 64.1% | 66.0% |
| STATE AVERAGE | | 76.9% | 69.4% | 71.7% | 73.5% | 73.7% | 72.7% |

*DNA - Data Not Available*
*– Not Applicable*
*SOURCE OF DATA: Annual Enrollment and Completion (A1) Records*

### Illinois Community College Board
### Table C-2 (Continued)
### COURSE RETENTION RATES BY PROGRAM OF ENROLLMENT AND PEER GROUP

| Dist No | District | Adult Basic Education 1991 | Adult Basic Education 1992 | Adult Basic Education 1993 | Adult Secondary Education 1991 | Adult Secondary Education 1992 | Adult Secondary Education 1993 | Overall Retention Rate 1991 | Overall Retention Rate 1992 | Overall Retention Rate 1993 |
|---|---|---|---|---|---|---|---|---|---|---|
| 518 | Sandburg | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA |
| 531 | Shawnee | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA |
| 533 | Southeastern | 51.6% | DNA | 66.8% | – | DNA | 77.6% | 81.9% | 81.4% | 84.4% |
| 534 | Spoon River | 38.3% | 43.6% | 52.5% | 35.1% | 45.3% | 48.6% | 73.6% | 75.2% | 76.9% |
| 601 | State Community | DNA | DNA | DNA | DNA | DNA | DNA | DNA | 67.9% | DNA |
| 539 | Wood | 56.3% | 57.1% | 60.4% | 56.6% | 64.0% | 66.5% | 70.7% | 72.1% | 72.6% |
|  | Group 1 Average | 48.7% | 50.4% | 59.9% | 45.9% | 54.7% | 64.2% | 75.4% | 74.2% | 78.0% |
| 507 | Danville | DNA | DNA | DNA | DNA | DNA | DNA | 72.9% | 72.6% | 76.2% |
| 519 | Highland | DNA | 53.3% | 51.0% | DNA | 64.0% | 58.6% | 76.6% | 78.3% | 76.4% |
| 501 | Kaskaskia | 76.5% | 77.4% | 78.3% | 60.9% | 62.7% | 67.1% | 80.5% | 80.9% | 82.7% |
| 523 | Kishwaukee | DNA | DNA | DNA | 55.6% | 37.4% | 28.8% | 81.2% | 82.3% | 76.5% |
| 521 | Rend Lake | – | 80.6% | DNA | DNA | 84.0% | 93.6% | 82.0% | 79.7% | 79.5% |
| 506 | Sauk Valley | 96.6% | 85.8% | 80.1% | 88.8% | 32.8% | 76.1% | 78.6% | 80.8% | 80.9% |
|  | Group 2 Average | 86.6% | 74.3% | 69.8% | 68.4% | 56.2% | 64.8% | 78.6% | 79.1% | 78.7% |
| 529 | Illinois Eastern |  |  |  |  |  |  |  |  |  |
| 4 | Frontier | 75.2% | 73.7% | 66.9% | 59.5% | 67.7% | 51.3% | 81.7% | 82.5% | 83.4% |
| 1 | Lincoln Trail | DNA | 66.6% | 85.4% | 41.0% | 38.3% | 41.8% | 75.6% | 77.0% | 77.9% |
| 2 | Olney Central | 51.7% | 60.2% | 66.3% | 37.5% | 31.3% | 40.9% | 84.4% | 85.6% | 86.3% |
| 3 | Wabash | DNA | DNA | 60.0% | 68.1% | 67.9% | 51.2% | 85.3% | 87.5% | 88.4% |
| 513 | Illinois Valley | 89.5% | DNA | DNA | 88.9% | DNA | DNA | 82.1% | 79.0% | 80.0% |
| 520 | Kankakee | 83.3% | 90.3% | 90.0% | 92.4% | 93.2% | 88.0% | 80.6% | 84.6% | 83.9% |
| 517 | Lake Land | 58.7% | 60.1% | 69.2% | 67.6% | 65.3% | 67.7% | 75.4% | 81.2% | 81.6% |
| 536 | Lewis & Clark | 85.6% | 73.4% | 85.0% | 85.0% | 85.7% | 90.3% | 88.1% | 88.7% | 89.4% |
| 530 | Logan | DNA | 72.6% | DNA | 89.1% | 91.3% | 83.9% | 88.8% | 86.3% | 85.8% |
| 528 | McHenry | 81.6% | 80.6% | 87.0% | 72.1% | 74.5% | 80.3% | 75.4% | 75.6% | 75.2% |
|  | Group 3 Average | 75.1% | 72.2% | 76.2% | 70.1% | 68.4% | 66.2% | 81.7% | 82.8% | 83.2% |
| 522 | Belleville | 67.4% | 69.7% | 72.1% | 79.4% | 50.0% | 78.1% | 81.5% | 81.1% | 81.3% |
| 503 | Black Hawk | DNA | – | – | DNA | – | – | DNA | DNA | DNA |
| 540 | Heartland | – | – | – | – | – | – | DNA | DNA | 78.3% |
| 514 | Illinois Central | 58.7% | 62.6% | 66.2% | 70.5% | 72.1% | 51.6% | 78.3% | 79.3% | 79.2% |
| 526 | Lincoln Land | – | – | DNA | DNA | DNA | DNA | DNA | DNA | DNA |
| 505 | Parkland | DNA | DNA | DNA | DNA | 68.7% | DNA | 77.6% | 74.6% | 75.3% |
| 537 | Richland | 75.7% | 78.9% | 85.3% | 77.1% | 78.7% | 79.1% | 75.3% | 74.1% | 74.2% |
| 511 | Rock Valley | 96.2% | 94.1% | 96.8% | 66.7% | DNA | DNA | 82.3% | 92.7% | 92.4% |
|  | Group 4 Average | 74.5% | 76.3% | 80.1% | 73.4% | 67.4% | 69.6% | 79.0% | 80.4% | 80.1% |
| 509 | Elgin | 52.8% | 51.7% | 50.0% | 68.8% | 72.3% | 62.2% | 71.2% | 72.9% | 71.5% |
| 527 | Morton | 62.4% | 68.1% | 72.1% | 68.2% | 67.5% | 70.7% | 73.6% | 76.1% | 77.0% |
| 515 | Prairie State | 59.5% | 51.8% | 49.4% | 52.5% | 53.1% | 54.3% | 75.2% | 75.1% | 74.4% |
| 510 | South Suburban | 38.7% | 79.4% | 86.9% | 44.7% | 84.5% | 88.4% | 69.8% | 78.1% | 77.4% |
| 516 | Waubonsee | DNA | DNA | DNA | DNA | DNA | DNA | 76.9% | 78.8% | 77.8% |
|  | Group 5 Average | 53.4% | 62.8% | 64.6% | 58.6% | 69.4% | 68.9% | 73.3% | 76.2% | 75.6% |
| 508 | Chicago |  |  |  |  |  |  |  |  |  |
| 9 | City-Wide | 57.4% | 51.9% | 46.7% | 63.3% | 73.6% | 63.7% | 68.2% | 71.5% | 68.7% |
| 6 | Daley | 60.1% | 59.1% | 55.3% | 50.0% | 53.0% | 62.3% | 68.7% | 70.7% | 68.8% |
| 1 | Kennedy-King | 76.4% | 77.1% | 72.4% | 54.7% | DNA | 54.8% | 73.7% | 75.0% | 72.8% |
| 3 | Malcolm X | 69.9% | 73.4% | 76.5% | 65.8% | 55.1% | 68.3% | 69.7% | 72.6% | 76.2% |
| 5 | Olive-Harvey | 57.4% | 57.5% | 59.9% | 49.4% | 47.7% | 58.6% | 63.9% | 64.5% | 65.0% |
| 4 | Truman | 48.2% | 50.1% | 47.8% | 50.3% | 55.7% | 66.9% | 59.0% | 61.3% | 60.0% |
| 2 | Washington | 83.0% | 75.9% | DNA | 75.1% | – | DNA | 71.8% | 71.8% | 73.1% |
| 7 | Wright | 53.1% | 55.3% | 51.1% | 50.3% | 55.5% | 61.1% | 67.2% | 66.5% | 67.4% |
|  | Group 6 Average | 63.2% | 62.5% | 58.5% | 57.4% | 56.8% | 62.2% | 67.8% | 69.2% | 69.0% |
| 502 | DuPage | DNA | DNA | 64.7% | DNA | DNA | DNA | DNA | DNA | 71.9% |
| 512 | Harper | 56.9% | 56.7% | 58.8% | 37.1% | 56.4% | 44.2% | 69.9% | 70.3% | 70.0% |
| 525 | Joliet | 95.2% | 92.0% | 95.6% | 96.5% | 92.6% | 95.0% | 91.0% | 91.0% | 91.9% |
| 532 | Lake County | 60.0% | 65.2% | 64.9% | 52.4% | 48.8% | 49.7% | 74.1% | 74.7% | 74.9% |
| 524 | Moraine Valley | DNA | DNA | DNA | 30.3% | 32.5% | 35.9% | 81.3% | 81.5% | 81.6% |
| 535 | Oakton | 87.9% | 70.2% | 35.1% | 89.9% | 84.9% | 41.8% | 73.8% | 70.9% | 66.7% |
| 504 | Triton | 51.6% | 54.7% | 52.4% | 59.1% | – | 65.5% | 73.7% | 74.7% | 74.3% |
|  | Group 7 Average | 70.3% | 67.8% | 61.9% | 60.9% | 63.0% | 55.4% | 77.3% | 77.2% | 75.9% |
| STATE AVERAGE |  | 62.1% | 64.8% | 65.4% | 62.5% | 66.4% | 65.3% | 74.1% | 75.1% | 75.1% |

DNA - Data Not Available
– Not Applicable
SOURCE OF DATA: Annual Enrollment and Completion (A1) Records

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Appendix D

## MINORITY ACHIEVEMENT TABLES

Table D-1

## MINORITY ENROLLMENT IN ILLINOIS COMMUNITY COLLEGE COLLEGIATE-LEVEL PROGRAMS 1988-1993

| PROGRAMS | ASIAN | | AM. INDIAN | | HISPANIC | | BLACK | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1988 | 1993 | 1988 | 1993 | 1988 | 1993 | 1988 | 1993 | 1988 | 1993 |
| GENERAL ASSOCIATE | 579 | 2379 | 62 | 120 | 725 | 2278 | 3036 | 3463 | 4402 | 8240 |
| % change | 311% | | 93% | | 214% | | 14% | | 87% | |
| BACC/TRANSFER | 5674 | 10721 | 645 | 839 | 5134 | 21436 | 21120 | 28943 | 32573 | 61939 |
| % change | 89% | | 30% | | 317% | | 37% | | 90% | |
| OCCUPATIONAL | 4194 | 5612 | 710 | 760 | 5549 | 9131 | 21922 | 24248 | 32366 | 39751 |
| % change | 34% | | 7% | | 65% | | 11% | | 22% | |
| TOTAL | 10447 | 18712 | 1417 | 1719 | 11399 | 32845 | 46078 | 56654 | 69341 | 109930 |
| % change | 79% | | 21% | | 188% | | 23% | | 58% | |

## MINORITY DEGREES AND CERTIFICATES AWARDED IN ILLINOIS COMMUNITY COLLEGE COLLEGIATE-LEVEL PROGRAMS 1988-1993

| PROGRAMS | ASIAN | | AM. INDIAN | | HISPANIC | | BLACK | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1988 | 1993 | 1988 | 1993 | 1988 | 1993 | 1988 | 1993 | 1988 | 1993 |
| GENERAL ASSOCIATE | 4 | 19 | 1 | 5 | 7 | 39 | 19 | 158 | 31 | 221 |
| % change | 375% | | 400% | | 457% | | 732% | | 613% | |
| BACC/TRANSFER | 162 | 311 | 26 | 28 | 221 | 414 | 914 | 1140 | 1323 | 1893 |
| % change | 92% | | 8% | | 87% | | 28% | | 43% | |
| OCCUPATIONAL | 374 | 901 | 76 | 95 | 434 | 1077 | 1715 | 3226 | 2599 | 5299 |
| % change | 141% | | 25% | | 148% | | 88% | | 104% | |
| DEGREES | 231 | 278 | 33 | 31 | 239 | 294 | 857 | 957 | 1360 | 1560 |
| CERTIFICATES | 143 | 623 | 43 | 64 | 195 | 783 | 858 | 2269 | 1239 | 3739 |
| TOTAL | 540 | 1231 | 103 | 128 | 655 | 1530 | 2648 | 4524 | 3953 | 7413 |
| % change | 128% | | 24% | | 134% | | 71% | | 88% | |

Illinois Community College Board

Table D-2

## FALL 1987 ENTERING BACCALAUREATE/TRANSFER, OCCUPATIONAL, AND GENERAL ASSOCIATE STUDENTS EARNING 12 HOURS AT COMMUNITY COLLEGE RESULTS AFTER FIVE YEARS

| | Asian | Am. Indian | Hispanic | Black | White | Alien | Unknown | Total |
|---|---|---|---|---|---|---|---|---|
| COHORT | 993 | 188 | 1194 | 4882 | 32048 | 57 | 279 | 39641 |
| DEGREE/DID NOT TRANSFER | 80<br>8.1 | 27<br>14.4 | 120<br>10.1 | 305<br>6.2 | 3977<br>12.4 | 6<br>10.5 | 18<br>6.5 | 4533<br>11.4 |
| CERTIFICATE/DID NOT TRANSFER | 46<br>4.6 | 6<br>0.1 | 37<br>3.1 | 164<br>3.4 | 1209<br>3.8 | 3<br>5.3 | 12<br>4.3 | 1477<br>3.7 |
| CERTIFICATE/TRANSFERRED | 6<br>0.6 | 0<br>0.0 | 2<br>0.2 | 14<br>0.3 | 73<br>0.2 | 0<br>0.0 | 1<br>0.4 | 96<br>0.2 |
| DEGREE/TRANSFERRED | 79<br>8.0 | 15<br>8.0 | 57<br>4.8 | 205<br>4.2 | 3665<br>11.4 | 5<br>8.8 | 12<br>4.3 | 4038<br>10.2 |
| TRANSFERRED/NO DEGREE | 257<br>25.9 | 17<br>9.0 | 139<br>11.6 | 620<br>12.7 | 4862<br>15.2 | 11<br>19.3 | 34<br>12.2 | 5940<br>15.0 |
| STILL ENROLLED/COMMUNITY COLLEGE | 134<br>13.5 | 21<br>11.2 | 190<br>15.9 | 601<br>12.3 | 4564<br>14.2 | 7<br>12.3 | 36<br>12.9 | 5553<br>14.0 |
| TOTAL EARNING DEGREES/CERT., TRANSFERRING, OR STILL ENROLLED | 596<br>60.0 | 86<br>45.7 | 543<br>45.5 | 1895<br>38.8 | 18277<br>57.0 | 32<br>56.1 | 112<br>40.1 | 21541<br>54.3 |

## SUBTOTALS FOR ENTERING BACCALAUREATE/TRANSFER STUDENTS

| | Asian | Am. Indian | Hispanic | Black | White | Alien | Unknown | Total |
|---|---|---|---|---|---|---|---|---|
| TOTAL DEGREES AND CERTIFICATES | 211<br>21.2 | 48<br>25.5 | 216<br>18.1 | 699<br>14.1 | 8924<br>27.8 | 14<br>24.6 | 43<br>15.4 | 10144<br>25.6 |
| TOTAL TRANSFERRING | 336<br>33.8 | 32<br>17.0 | 196<br>16.4 | 825<br>16.9 | 8527<br>26.6 | 16<br>28.1 | 46<br>16.6 | 9978<br>25.2 |

Illinois Community College Board

Table D-3

## FALL 1987 ENTERING BACCALAUREATE/TRANSFER STUDENTS EARNING 12 HOURS AT COMMUNITY COLLEGE RESULTS AFTER FIVE YEARS

| | Asian | Am. Indian | Hispanic | Black | White | Alien | Unknown | Total |
|---|---|---|---|---|---|---|---|---|
| COHORT | 577 | 87 | 583 | 2582 | 18902 | 36 | 130 | 22897 |
| DEGREE/DID NOT TRANSFER | 40<br>6.9 | 10<br>11.5 | 58<br>9.9 | 154<br>6.0 | 1866<br>9.9 | 2<br>5.6 | 9<br>6.9 | 2139<br>9.3 |
| CERTIFICATE/DID NOT TRANSFER | 10<br>1.7 | 1<br>1.1 | 4<br>0.7 | 32<br>1.2 | 208<br>1.1 | 0<br>0.0 | 1<br>0.8 | 256<br>1.1 |
| CERTIFICATE/TRANSFERRED | 4<br>0.7 | 0<br>0.0 | 0<br>0.0 | 4<br>0.2 | 22<br>0.1 | 0<br>0.0 | 0<br>0.0 | 30<br>0.1 |
| DEGREE/TRANSFERRED | 53<br>9.2 | 7<br>8.0 | 40<br>6.9 | 130<br>5.0 | 2922<br>15.5 | 4<br>11.1 | 10<br>7.7 | 3166<br>13.8 |
| TRANSFERRED/NO DEGREE | 176<br>30.5 | 11<br>12.6 | 78<br>13.4 | 416<br>16.1 | 3828<br>20.3 | 10<br>27.8 | 20<br>15.4 | 4539<br>19.8 |
| STILL ENROLLED/COMMUNITY COLLEGE | 71<br>12.3 | 10<br>11.5 | 100<br>17.2 | 305<br>11.8 | 2520<br>13.3 | 4<br>11.1 | 14<br>10.8 | 3024<br>13.2 |
| TOTAL EARNING DEGREES/CERT., TRANSFERRING, OR STILL ENROLLED | 350<br>60.7 | 39<br>44.8 | 280<br>48.0 | 1037<br>40.2 | 11344<br>60.0 | 20<br>55.6 | 54<br>41.5 | 13124<br>57.3 |

## SUBTOTALS FOR ENTERING BACCALAUREATE/TRANSFER STUDENTS

| | Asian | Am. Indian | Hispanic | Black | White | Alien | Unknown | Total |
|---|---|---|---|---|---|---|---|---|
| TOTAL DEGREES AND CERTIFICATES | 107<br>18.5 | 18<br>20.7 | 102<br>17.5 | 320<br>12.4 | 5018<br>26.5 | 6<br>16.7 | 20<br>15.5 | 5591<br>24.4 |
| TOTAL TRANSFERRING | 229<br>39.7 | 18<br>20.7 | 118<br>20.2 | 546<br>21.1 | 6750<br>35.7 | 14<br>38.9 | 30<br>23.1 | 7705<br>33.7 |

Illinois Community College Board

Table D-4

## FALL 1987 ENTERING OCCUPATIONAL STUDENTS EARNING 12 HOURS AT COMMUNITY COLLEGE RESULTS AFTER FIVE YEARS

| | Asian | Am. Indian | Hispanic | Black | White | Alien | Unknown | Total |
|---|---|---|---|---|---|---|---|---|
| COHORT | 342 | 98 | 556 | 1906 | 12485 | 20 | 126 | 15533 |
| DEGREE/DID NOT TRANSFER | 34<br>9.9 | 17<br>17.3 | 57<br>10.3 | 134<br>7.0 | 2032<br>16.3 | 4<br>20.0 | 8<br>6.3 | 2286<br>14.7 |
| CERTIFICATE/DID NOT TRANSFER | 34<br>9.9 | 5<br>5.1 | 33<br>5.9 | 121<br>6.3 | 988<br>7.9 | 3<br>15.0 | 11<br>8.7 | 1195<br>7.7 |
| CERTIFICATE/TRANSFERRED | 2<br>0.6 | 0<br>0.0 | 2<br>0.4 | 7<br>0.4 | 47<br>0.4 | 0<br>0.0 | 1<br>0.8 | 59<br>0.0 |
| DEGREE/TRANSFERRED | 24<br>7.0 | 8<br>8.2 | 17<br>3.1 | 63<br>3.3 | 689<br>5.5 | 1<br>5.0 | 2<br>1.6 | 804<br>5.2 |
| TRANSFERRED/NO DEGREE | 63<br>18.4 | 6<br>6.1 | 55<br>9.9 | 170<br>8.9 | 901<br>7.2 | 1<br>5.0 | 11<br>8.7 | 1207<br>7.8 |
| STILL ENROLLED/COMMUNITY COLLEGE | 51<br>14.9 | 11<br>11.2 | 80<br>14.4 | 243<br>12.7 | 1928<br>15.4 | 2<br>10.0 | 18<br>14.3 | 2333<br>15.0 |
| TOTAL EARNING DEGREES/CERT., TRANSFERRING, OR STILL ENROLLED | 206<br>60.2 | 47<br>48.0 | 242<br>43.5 | 731<br>38.4 | 6538<br>52.4 | 11<br>55.0 | 50<br>39.7 | 7825<br>50.4 |

## SUBTOTALS FOR ENTERING OCCUPATIONAL STUDENTS

| | Asian | Am. Indian | Hispanic | Black | White | Alien | Unknown | Total |
|---|---|---|---|---|---|---|---|---|
| TOTAL DEGREES AND CERTIFICATES | 94<br>27.5 | 30<br>30.6 | 109<br>19.6 | 325<br>17.1 | 3756<br>30.1 | 8<br>40.0 | 22<br>17.5 | 4344<br>28.0 |
| TOTAL TRANSFERRING | 87<br>25.4 | 14<br>14.3 | 72<br>12.9 | 233<br>12.2 | 1590<br>12.7 | 2<br>10.0 | 13<br>10.3 | 2011<br>12.9 |

Table D-5

## FALL 1987 ENTERING GENERAL ASSOCIATE STUDENTS EARNING 12 HOURS AT COMMUNITY COLLEGE RESULTS AFTER FIVE YEARS

| | Asian | Am. Indian | Hispanic | Black | White | Alien | Unknown | Total |
|---|---|---|---|---|---|---|---|---|
| COHORT | 74 | 3 | 55 | 394 | 661 | 1 | 23 | 1211 |
| DEGREE/DID NOT TRANSFER | 6<br>8.1 | 0<br>0.0 | 5<br>9.1 | 17<br>4.3 | 79<br>12.0 | 0<br>0.0 | 1<br>4.3 | 108<br>8.9 |
| CERTIFICATE/DID NOT TRANSFER | 2<br>2.7 | 0<br>0.0 | 0<br>0.0 | 11<br>2.8 | 13<br>2.0 | 0<br>0.0 | 0<br>0.0 | 26<br>2.1 |
| CERTIFICATE/TRANSFERRED | 0<br>0.0 | 0<br>0.0 | 0<br>0.0 | 3<br>0.8 | 4<br>0.6 | 0<br>0.0 | 0<br>0.0 | 7<br>0.6 |
| DEGREE/TRANSFERRED | 2<br>2.7 | 0<br>0.0 | 0<br>0.0 | 12<br>3.0 | 54<br>8.2 | 0<br>0.0 | 0<br>0.0 | 68<br>5.6 |
| TRANSFERRED/NO DEGREE | 18<br>24.3 | 0<br>0.0 | 6<br>10.9 | 34<br>8.6 | 133<br>20.1 | 0<br>0.0 | 3<br>13.0 | 194<br>16.0 |
| STILL ENROLLED/COMMUNITY COLLEGE | 12<br>16.2 | 0<br>0.0 | 10<br>18.2 | 53<br>13.5 | 116<br>17.5 | 1<br>100.0 | 4<br>17.4 | 196<br>16.2 |
| TOTAL EARNING DEGREES/CERT., TRANSFERRING, OR STILL ENROLLED | 40<br>54.1 | 0<br>0.0 | 21<br>38.2 | 127<br>32.2 | 395<br>59.8 | 1<br>100.0 | 8<br>34.8 | 592<br>48.9 |

## SUBTOTALS FOR ENTERING GENERAL ASSOCIATE STUDENTS

| | Asian | Am. Indian | Hispanic | Black | White | Alien | Unknown | Total |
|---|---|---|---|---|---|---|---|---|
| TOTAL DEGREES AND CERTIFICATES | 10<br>13.5 | 0<br>0.0 | 5<br>9.1 | 43<br>10.9 | 150<br>22.7 | 0<br>0.0 | 1<br>4.3 | 209<br>17.3 |
| TOTAL TRANSFERRING | 20<br>27.0 | 0<br>0.0 | 6<br>10.9 | 46<br>11.7 | 187<br>28.3 | 0<br>0.0 | 3<br>13.0 | 262<br>21.4 |

Illinois Community College Board

Table 6

### FALL 1987 ENTERING BACCALAUREATE\TRANSFER, OCCUPATIONAL, AND GENERAL ASSOCIATE STUDENTS TRANSFERRING WITH DEGREES AND TOTAL DEGREES EARNED

| ENTERING AS AND DEGREE EARNED: | ASIAN | | AM. INDIAN | | HISPANIC | | BLACK | | WHITE | | ALIEN | | UNKNOWN | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Deg./ Trans | Deg. Total | Deg./ Tran | Deg. Total | Deg./ Tran | Deg. Total | Deg./ Tran | Deg. Total | Deg./ Tran | Deg. Total | Deg./ Tran | Deg. Total | Deg./ Tran | Deg. Total | Deg./ Tran | Deg. Total |
| BACC/TRANS | | | | | | | | | | | | | | | | |
| AA/AS | 50 | 73 | 7 | 13 | 35 | 75 | 113 | 217 | 2789 | 4051 | 4 | 5 | 10 | 16 | 3008 | 4450 |
| AAS | 3 | 20 | 0 | 4 | 4 | 22 | 16 | 64 | 117 | 692 | 0 | 1 | 0 | 3 | 140 | 806 |
| GA | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 | 16 | 45 | 0 | 0 | 0 | 0 | 18 | 49 |
| Total | 53 | 93 | 7 | 17 | 40 | 98 | 130 | 284 | 2922 | 4788 | 4 | 6 | 10 | 19 | 3166 | 5305 |
| OCCUPATIONAL | | | | | | | | | | | | | | | | |
| AA/AS | 13 | 17 | 6 | 10 | 7 | 20 | 29 | 54 | 418 | 705 | 1 | 2 | 0 | 2 | 474 | 810 |
| AAS | 11 | 41 | 2 | 15 | 10 | 53 | 34 | 142 | 265 | 1985 | 0 | 3 | 2 | 8 | 324 | 2247 |
| GA | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 6 | 31 | 0 | 0 | 0 | 0 | 6 | 33 |
| Total | 24 | 58 | 8 | 25 | 17 | 74 | 63 | 197 | 689 | 2721 | 1 | 5 | 2 | 10 | 804 | 3090 |
| GEN. ASSOCIATE | | | | | | | | | | | | | | | | |
| AA/AS | 2 | 5 | | | 0 | 0 | 8 | 15 | 52 | 90 | | | 0 | 0 | 62 | 110 |
| AAS | 0 | 3 | | | 0 | 5 | 4 | 14 | 2 | 43 | | | 0 | 1 | 6 | 66 |
| GA | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 | 0 | | | 0 | 0 | 0 | 0 |
| Total | 2 | 8 | | | 0 | 5 | 12 | 29 | 54 | 133 | | | 0 | 1 | 68 | 176 |
| TOTAL | | | | | | | | | | | | | | | | |
| AA/AS | 65 | 95 | 13 | 23 | 42 | 95 | 150 | 286 | 3259 | 4846 | 5 | 7 | 10 | 18 | 3544 | 5370 |
| AAS | 14 | 64 | 2 | 19 | 14 | 80 | 54 | 220 | 384 | 2720 | 0 | 4 | 2 | 12 | 470 | 3119 |
| GA | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 3 | 22 | 76 | 0 | 0 | 0 | 0 | 24 | 82 |
| Total | 79 | 159 | 15 | 42 | 57 | 177 | 205 | 509 | 3665 | 7642 | 5 | 11 | 12 | 30 | 4038 | 8571 |

## Appendix E

# TRANSFER RATE TABLES

### *Illinois Community College Board*

### *Table E-1*

## *OVERVIEW OF ENTERING AND EXITING COHORT TRANSFER MODEL RESULTS FOR STUDENTS FROM ILLINOIS COMMUNITY COLLEGES*

| Variable | Entering Cohort | Exiting Cohort |
|---|---|---|
| Number in Cohort | 39,641 | 54,188 |
| Number in Population | 61,344 | 119,457 |
| Percent of Population in Cohort | 64.6% | 45.4% |
| OVERALL TRANSFER RATE | | |
| **Overall/General Transfer Rate** | **20.1%** | **17.4%** |
| **Fall Only** | **—** | **14.9%** |
| Number Who Actually Transferred | 7,961 | 9,437 |
| Fall Only | ---- | 8,074 |
| TRANSFER RATES BY PROGRAM | | |
| BACCALAUREATE/TRANSFER PROG | | |
| **Baccalaureate/Transfer Transfer Rate** | **27.2%** | **27.4%** |
| **Fall Only** | **—** | **24.3%** |
| Number Who Actually Transferred | 6,220 | 7,404 |
| Fall Only | ---- | 6,552 |
| Percent of Grand Total Transfers | 78.1% | 78.5% |
| Fall Only | ---- | 81.1% |
| OCCUPATIONAL PROGRAMS | | |
| **Occupational Transfer Rate** | **9.9%** | **7.3%** |
| **Fall Only** | **—** | **5.4%** |
| Number Who Actually Transferred | 1,538 | 1,878 |
| Fall Only | ---- | 1,405 |
| Percent of Grand Total Transfers | 19.3% | 19.9% |
| Fall Only | ---- | 17.4% |
| GENERAL ASSOCIATE PROGRAMS | | |
| **General Associate Transfer Rate** | **16.8%** | **11.7%** |
| **Fall Only** | **—** | **8.8%** |
| Number Who Actually Transferred | 203 | 155 |
| Fall Only | ---- | 117 |
| Percent of Grand Total Transfers | 2.5% | 1.6% |
| Fall Only | ---- | 1.4% |

SOURCE OF DATA: Shared Enrollment and Graduation Files

### *Illinois Community College Board*

### *Table E-2*

## *FOR STUDENTS WITH AN INTENT TO TRANSFER OVERVIEW OF ENTERING AND EXITING COHORT TRANSFER MODEL RESULTS FOR ILLINOIS PUBLIC COMMUNITY COLLEGES*

| Variable | Entering Cohort | Exiting Cohort |
|---|---|---|
| GENERAL RATE FOR STUDENTS WITH AN INTENT TO TRANSFER | | |
| **Overall/General Rate for Students with Transfer Intent** | **31.7%** | **34.2%** |
| **Fall Only** | **—** | **31.1%** |
| Number Who Actually Transferred | 4,204 | 4,920 |
| Fall Only | ---- | 4,477 |
| Percent of All Transfers | 52.8% | 52.1% |
| Fall Only | ---- | 55.4% |
| RATES BY PROGRAM FOR STUDENTS WITH AN INTENT TO TRANSFER | | |
| BACCALAUREATE/TRANSFER PROGRAMS | | |
| **Baccalaureate/Transfer Rate for Students with Transf** | **32.7%** | **37.1%** |
| **Fall Only** | **—** | **34.0%** |
| Number with Transfer Intent Who Actually Transferred | 3,829 | 4,446 |
| Fall Only | ---- | 4,071 |
| Percent of All Baccalaureate Transfers | 61.6% | 60.0% |
| Fall Only | ---- | 62.1% |
| OCCUPATIONAL PROGRAMS | | |
| **Occupational Rate for Students with Transfer Intent** | **22.8%** | **18.9%** |
| **Fall Only** | **—** | **16.2%** |
| Number with Transfer Intent Who Actually Transferred | 333 | 425 |
| Fall Only | ---- | 363 |
| Percent of All Occupational Transfers | 21.7% | 22.6% |
| Fall Only | ---- | 25.8% |
| GENERAL ASSOCIATE PROGRAMS | | |
| **General Associate Rate for Students with Transfer Int** | **46.2%** | **27.7%** |
| **Fall Only** | **—** | **24.3%** |
| Number with Transfer Intent Who Actually Transferred | 42 | 49 |
| Fall Only | ---- | 43 |
| Percent of All General Associate Transfers | 20.7% | 31.6% |
| Fall Only | ---- | 36.8% |

SOURCE OF DATA: Shared Enrollment and Graduation Files

### Illinois Community College Board

### Table E-3

### FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

| Community College | | General Assoc | | Bacc/Transfer | | Occupational | | GRAND TOTAL | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Belleville | 52201 | 0 | | 1,417 | | 1,253 | | 2,670 | |
| Earned 12+ Hours | | 0 | ---- | 921 | 65.0% | 726 | 57.9% | 1,647 | 61.7% |
| Public In-State Schools Only Transfers | | 0 | ---- | 230 | 25.0% | 61 | 8.4% | 291 | 17.7% |
| All Cooperating Schools Transfers | | 0 | ---- | 233 | 25.3% | 62 | 8.5% | 295 | 17.9% |
| Black Hawk | 50301 | 13 | | 883 | | 854 | | 1,750 | |
| Earned 12+ Hours | | 1 | 7.7% | 644 | 72.9% | 569 | 66.6% | 1,214 | 69.4% |
| Public In-State Schools Only Transfers | | 0 | ---- | 186 | 28.9% | 28 | 4.9% | 214 | 17.6% |
| All Cooperating Schools Transfers | | 0 | ---- | 210 | 32.6% | 30 | 5.3% | 240 | 19.8% |
| Chicago-City-Wide | 50809 | 2 | | 147 | | 643 | | 792 | |
| Earned 12+ Hours | | 0 | ---- | 21 | 14.3% | 280 | 43.5% | 301 | 38.0% |
| Public In-State Schools Only Transfers | | 0 | ---- | 2 | 9.5% | 13 | 4.6% | 15 | 5.0% |
| All Cooperating Schools Transfers | | 0 | ---- | 4 | 19.0% | 27 | 9.6% | 31 | 10.3% |
| Chicago-Daley | 50806 | 21 | | 586 | | 325 | | 932 | |
| Earned 12+ Hours | | 15 | 71.4% | 450 | 76.8% | 211 | 64.9% | 676 | 72.5% |
| Public In-State Schools Only Transfers | | 2 | 13.3% | 92 | 20.4% | 26 | 12.3% | 120 | 17.8% |
| All Cooperating Schools Transfers | | 3 | 20.0% | 134 | 29.8% | 37 | 17.5% | 174 | 25.7% |
| Chicago-Kennedy King | 50801 | 25 | | 551 | | 173 | | 749 | |
| Earned 12+ Hours | | 17 | 68.0% | 342 | 62.1% | 119 | 68.8% | 478 | 63.8% |
| Public In-State Schools Only Transfers | | 1 | 5.9% | 37 | 10.8% | 12 | 10.1% | 50 | 10.5% |
| All Cooperating Schools Transfers | | 2 | 11.8% | 47 | 13.7% | 18 | 15.1% | 67 | 14.0% |

**Illinois Community College Board**

**Table E-3**

**(Continued)**

**FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE**

| | General Assoc | | Bacc/Transfer | | Occupational | | GRAND TOTAL | |
|---|---|---|---|---|---|---|---|---|
| Community College | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Chicago-Malcolm X 50803 | 275 | | 54 | | 58 | | 387 | |
| Earned 12+ Hours | 210 | 76.4% | 37 | 68.5% | 52 | 89.7% | 299 | 77.3% |
| Public In-State Schools Only Transfers | 13 | 6.2% | 5 | 13.5% | 4 | 7.7% | 22 | 7.4% |
| All Cooperating Schools Transfers | 18 | 8.6% | 7 | 18.9% | 5 | 9.6% | 30 | 10.0% |
| Chicago-Olive-Harvey 50805 | 96 | | 471 | | 153 | | 720 | |
| Earned 12+ Hours | 72 | 75.0% | 344 | 73.0% | 119 | 77.8% | 535 | 74.3% |
| Public In-State Schools Only Transfers | 12 | 16.7% | 71 | 20.6% | 19 | 16.0% | 102 | 19.1% |
| All Cooperating Schools Transfers | 16 | 22.2% | 96 | 27.9% | 23 | 19.3% | 135 | 25.2% |
| Chicago-Truman 50804 | 123 | | 239 | | 195 | | 557 | |
| Earned 12+ Hours | 98 | 79.7% | 162 | 67.8% | 139 | 71.3% | 399 | 71.6% |
| Public In-State Schools Only Transfers | 9 | 9.2% | 34 | 21.0% | 9 | 6.5% | 52 | 13.0% |
| All Cooperating Schools Transfers | 16 | 16.3% | 56 | 34.6% | 19 | 13.7% | 91 | 22.8% |
| Chicago-Washington 50802 | 18 | | 983 | | 503 | | 1,504 | |
| Earned 12+ Hours | 7 | 38.9% | 580 | 59.0% | 314 | 62.4% | 901 | 59.9% |
| Public In-State Schools Only Transfers | 2 | 28.6% | 65 | 11.2% | 40 | 12.7% | 107 | 11.9% |
| All Cooperating Schools Transfers | 2 | 28.6% | 125 | 21.6% | 68 | 21.7% | 195 | 21.6% |
| Chicago-Wright 50807 | 240 | | 393 | | 824 | | 1,457 | |
| Earned 12+ Hours | 127 | 52.9% | 233 | 59.3% | 568 | 68.9% | 928 | 63.7% |
| Public In-State Schools Only Transfers | 12 | 9.4% | 50 | 21.5% | 83 | 14.6% | 145 | 15.6% |
| All Cooperating Schools Transfers | 21 | 16.5% | 74 | 31.8% | 128 | 22.5% | 223 | 24.0% |

### Illinois Community College Board

### Table E-3
(Continued)

### FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

| | | General Assoc | | Bacc/Transfer | | Occupational | | GRAND TOTAL | |
|---|---|---|---|---|---|---|---|---|---|
| Community College | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Danville | 50701 | 0 | | 315 | | 256 | | 571 | |
| Earned 12+ Hours | | 0 | ---- | 273 | 86.7% | 220 | 85.9% | 493 | 86.3% |
| Public In-State Schools Only Transfers | | 0 | ---- | 92 | 33.7% | 19 | 8.6% | 111 | 22.5% |
| All Cooperating Schools Transfers | | 0 | ---- | 98 | 35.9% | 19 | 8.6% | 117 | 23.7% |
| DuPage | 50201 | 442 | | 2,941 | | 2,143 | | 5,526 | |
| Earned 12+ Hours | | 223 | 50.5% | 1,986 | 67.5% | 1,184 | 55.2% | 3,393 | 61.4% |
| Public In-State Schools Only Transfers | | 58 | 26.0% | 598 | 30.1% | 135 | 11.4% | 791 | 23.3% |
| All Cooperating Schools Transfers | | 78 | 35.0% | 887 | 44.7% | 224 | 18.9% | 1,189 | 35.0% |
| Elgin | 50901 | 41 | | 806 | | 289 | | 1,136 | |
| Earned 12+ Hours | | 39 | 95.1% | 559 | 69.4% | 163 | 56.4% | 761 | 67.0% |
| Public In-State Schools Only Transfers | | 16 | 41.0% | 129 | 23.1% | 12 | 7.4% | 157 | 20.6% |
| All Cooperating Schools Transfers | | 19 | 48.7% | 171 | 30.6% | 13 | 8.0% | 203 | 26.7% |
| Harper | 51201 | 0 | | 1,630 | | 1,080 | | 2,710 | |
| Earned 12+ Hours | | 0 | ---- | 1,258 | 77.2% | 642 | 59.4% | 1,900 | 70.1% |
| Public In-State Schools Only Transfers | | 0 | ---- | 353 | 28.1% | 84 | 13.1% | 437 | 23.0% |
| All Cooperating Schools Transfers | | 0 | ---- | 456 | 36.2% | 120 | 18.7% | 576 | 30.3% |
| Highland | 51901 | 24 | | 496 | | 422 | | 942 | |
| Earned 12+ Hours | | 12 | 50.0% | 430 | 86.7% | 266 | 63.0% | 708 | 75.2% |
| Public In-State Schools Only Transfers | | 2 | 16.7% | 156 | 36.3% | 18 | 6.8% | 176 | 24.9% |
| All Cooperating Schools Transfers | | 2 | 16.7% | 175 | 40.7% | 21 | 7.9% | 198 | 28.0% |

### *Illinois Community College Board*

### *Table E-3*

### *(Continued)*

### *FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE*

| | | General Assoc | | Bacc/Transfer | | Occupational | | GRAND TOTAL | |
|---|---|---|---|---|---|---|---|---|---|
| Community College | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Illinois Central | 51401 | 305 | | 698 | | 1,092 | | 2,095 | |
| Earned 12+ Hours | | 238 | 78.0% | 555 | 79.5% | 664 | 60.8% | 1,457 | 69.5% |
| Public In-State Schools Only Transfers | | 48 | 20.2% | 160 | 28.8% | 69 | 10.4% | 277 | 19.0% |
| All Cooperating Schools Transfers | | 51 | 21.4% | 167 | 30.1% | 73 | 11.0% | 291 | 20.0% |
| IL Eastern-Frontier | 52904 | 0 | | 214 | | 64 | | 278 | |
| Earned 12+ Hours | | 0 | ---- | 35 | 16.4% | 10 | 15.6% | 45 | 16.2% |
| Public In-State Schools Only Transfers | | 0 | ---- | 11 | 31.4% | 0 | ---- | 11 | 24.4% |
| All Cooperating Schools Transfers | | 0 | ---- | 11 | 31.4% | 0 | ---- | 11 | 24.4% |
| IL Eastern-Lincoln | 52901 | 34 | | 140 | | 119 | | 293 | |
| Earned 12+ Hours | | 15 | 44.1% | 102 | 72.9% | 78 | 65.5% | 195 | 66.6% |
| Public In-State Schools Only Transfers | | 2 | 13.3% | 26 | 25.5% | 2 | 2.6% | 30 | 15.4% |
| All Cooperating Schools Transfers | | 2 | 100.0% | 26 | 100.0% | 2 | 100.0% | 30 | 100.0% |
| IL Eastern-Olney | 52902 | 2 | | 373 | | 166 | | 541 | |
| Earned 12+ Hours | | 1 | 50.0% | 218 | 58.4% | 105 | 63.3% | 324 | 59.9% |
| Public In-State Schools Only Transfers | | 0 | ---- | 88 | 40.4% | 6 | 5.7% | 94 | 29.0% |
| All Cooperating Schools Transfers | | 0 | ---- | 89 | 40.8% | 6 | 5.7% | 95 | 29.3% |
| IL Eastern-Wabash | 52903 | 1 | | 241 | | 267 | | 509 | |
| Earned 12+ Hours | | 1 | 100.0% | 175 | 72.6% | 156 | 58.4% | 332 | 65.2% |
| Public In-State Schools Only Transfers | | 1 | 100.0% | 48 | 27.4% | 20 | 12.8% | 69 | 20.8% |
| All Cooperating Schools Transfers | | 1 | 100.0% | 48 | 27.4% | 20 | 12.8% | 69 | 20.8% |

### *Illinois Community College Board*

### *Table E-3*
*(Continued)*

### *FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE*

| Community College | | General Assoc | | Bacc/Transfer | | Occupational | | GRAND TOTAL | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Illinois Valley | 51301 | 8 | | 663 | | 526 | | 1,197 | |
| Earned 12+ Hours | | 3 | 37.5% | 513 | 77.4% | 260 | 49.4% | 776 | 64.8% |
| Public In-State Schools Only Transfers | | 0 | ---- | 174 | 33.9% | 22 | 8.5% | 196 | 25.3% |
| All Cooperating Schools Transfers | | 1 | 33.3% | 189 | 36.8% | 25 | 9.6% | 215 | 27.7% |
| Joliet | 52501 | 25 | | 1,474 | | 977 | | 2,476 | |
| Earned 12+ Hours | | 5 | 20.0% | 998 | 67.7% | 604 | 61.8% | 1,607 | 64.9% |
| Public In-State Schools Only Transfers | | 1 | 20.0% | 239 | 23.9% | 53 | 8.8% | 293 | 18.2% |
| All Cooperating Schools Transfers | | 1 | 20.0% | 309 | 31.0% | 79 | 13.1% | 389 | 24.2% |
| Kankakee | 52001 | 4 | | 340 | | 349 | | 693 | |
| Earned 12+ Hours | | 4 | 100.0% | 244 | 71.8% | 186 | 53.3% | 434 | 62.6% |
| Public In-State Schools Only Transfers | | 1 | 25.0% | 69 | 28.3% | 10 | 5.4% | 80 | 18.4% |
| All Cooperating Schools Transfers | | 1 | 25.0% | 75 | 30.7% | 10 | 5.4% | 86 | 19.8% |
| Kaskaskia | 50101 | 8 | | 291 | | 316 | | 615 | |
| Earned 12+ Hours | | 7 | 87.5% | 200 | 68.7% | 222 | 70.3% | 429 | 69.8% |
| Public In-State Schools Only Transfers | | 2 | 28.6% | 78 | 39.0% | 20 | 9.0% | 100 | 23.3% |
| All Cooperating Schools Transfers | | 2 | 28.6% | 80 | 40.0% | 20 | 9.0% | 102 | 23.8% |
| Kishwaukee | 52301 | 20 | | 202 | | 143 | | 365 | |
| Earned 12+ Hours | | 3 | 15.0% | 172 | 85.1% | 90 | 62.9% | 265 | 72.6% |
| Public In-State Schools Only Transfers | | 0 | ---- | 42 | 24.4% | 7 | 7.8% | 49 | 18.5% |
| All Cooperating Schools Transfers | | 1 | 33.3% | 50 | 29.1% | 7 | 7.8% | 58 | 21.9% |

### *Illinois Community College Board*

### *Table E-3*
### *(Continued)*

### *FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE*

| | | General Assoc | | Bacc/Transfer | | Occupational | | GRAND TOTAL | |
|---|---|---|---|---|---|---|---|---|---|
| Community College | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Lake County | 53201 | 0 | | 1,206 | | 735 | | 1,941 | |
| Earned 12+ Hours | | 0 | ---- | 756 | 62.7% | 442 | 60.1% | 1,198 | 61.7% |
| Public In-State Schools Only Transfers | | 0 | ---- | 194 | 25.7% | 42 | 9.5% | 236 | 19.7% |
| All Cooperating Schools Transfers | | 0 | ---- | 229 | 30.3% | 57 | 12.9% | 286 | 23.9% |
| Lake Land | 51701 | 0 | | 546 | | 633 | | 1,179 | |
| Earned 12+ Hours | | 0 | ---- | 360 | 65.9% | 365 | 57.7% | 725 | 61.5% |
| Public In-State Schools Only Transfers | | 0 | ---- | 145 | 40.3% | 37 | 10.1% | 182 | 25.1% |
| All Cooperating Schools Transfers | | 0 | ---- | 147 | 40.8% | 37 | 10.1% | 184 | 25.4% |
| Lewis & Clark | 53601 | 15 | | 631 | | 648 | | 1,294 | |
| Earned 12+ Hours | | 10 | 66.7% | 397 | 62.9% | 332 | 51.2% | 739 | 57.1% |
| Public In-State Schools Only Transfers | | 0 | ---- | 116 | 29.2% | 26 | 7.8% | 142 | 19.2% |
| All Cooperating Schools Transfers | | 0 | ---- | 116 | 29.2% | 27 | 8.1% | 143 | 19.4% |
| Lincoln Land | 52601 | 0 | | 944 | | 559 | | 1,503 | |
| Earned 12+ Hours | | 0 | ---- | 725 | 76.8% | 361 | 64.6% | 1,086 | 72.3% |
| Public In-State Schools Only Transfers | | 0 | ---- | 249 | 34.3% | 54 | 15.0% | 303 | 27.9% |
| All Cooperating Schools Transfers | | 0 | ---- | 256 | 35.3% | 55 | 15.2% | 311 | 28.6% |
| Logan | 53001 | 0 | | 495 | | 533 | | 1,028 | |
| Earned 12+ Hours | | 0 | ---- | 366 | 73.9% | 333 | 62.5% | 699 | 68.0% |
| Public In-State Schools Only Transfers | | 0 | ---- | 156 | 42.6% | 46 | 13.8% | 202 | 28.9% |
| All Cooperating Schools Transfers | | 0 | ---- | 158 | 43.2% | 47 | 14.1% | 205 | 29.3% |

### *Illinois Community College Board*

### *Table E-3*

### *(Continued)*

### *FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE*

| | General Assoc | | Bacc/Transfer | | Occupational | | GRAND TOTAL | |
|---|---|---|---|---|---|---|---|---|
| Community College | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| McHenry 52801 | 1 | | 455 | | 326 | | 782 | |
| Earned 12+ Hours | 1 | 100.0% | 326 | 71.6% | 112 | 34.4% | 439 | 56.1% |
| Public In-State Schools Only Transfers | 0 | ---- | 76 | 23.3% | 6 | 5.4% | 82 | 18.7% |
| All Cooperating Schools Transfers | 1 | 100.0% | 104 | 31.9% | 6 | 5.4% | 111 | 25.3% |
| Moraine Valley 52401 | 0 | | 1,821 | | 1,338 | | 3,159 | |
| Earned 12+ Hours | 0 | ---- | 1,425 | 78.3% | 793 | 59.3% | 2,218 | 70.2% |
| Public In-State Schools Only Transfers | 0 | ---- | 408 | 28.6% | 126 | 15.9% | 534 | 24.1% |
| All Cooperating Schools Transfers | 0 | ---- | 533 | 37.4% | 170 | 21.4% | 703 | 31.7% |
| Morton 52701 | 0 | | 340 | | 238 | | 578 | |
| Earned 12+ Hours | 0 | ---- | 237 | 69.7% | 139 | 58.4% | 376 | 65.1% |
| Public In-State Schools Only Transfers | 0 | ---- | 47 | 19.8% | 9 | 6.5% | 56 | 14.9% |
| All Cooperating Schools Transfers | 0 | ---- | 77 | 32.5% | 17 | 12.2% | 94 | 25.0% |
| Oakton 53501 | 0 | | 1,208 | | 481 | | 1,689 | |
| Earned 12+ Hours | 0 | ---- | 868 | 71.9% | 273 | 56.8% | 1,141 | 67.6% |
| Public In-State Schools Only Transfers | 0 | ---- | 167 | 19.2% | 31 | 11.4% | 198 | 17.4% |
| All Cooperating Schools Transfers | 0 | ---- | 292 | 33.6% | 45 | 16.5% | 337 | 29.5% |
| Parkland 50501 | 198 | | 871 | | 864 | | 1,933 | |
| Earned 12+ Hours | 76 | 38.4% | 572 | 65.7% | 499 | 57.8% | 1,147 | 59.3% |
| Public In-State Schools Only Transfers | 19 | 25.0% | 246 | 43.0% | 56 | 11.2% | 321 | 28.0% |
| All Cooperating Schools Transfers | 21 | 27.6% | 255 | 44.6% | 60 | 12.0% | 336 | 29.3% |

### Illinois Community College Board

### Table E-3

### (Continued)

### FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

| | | General Assoc | | Bacc/Transfer | | Occupational | | GRAND TOTAL | |
|---|---|---|---|---|---|---|---|---|---|
| Community College | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Prairie State | 51501 | 117 | | 711 | | 445 | | 1,273 | |
| Earned 12+ Hours | | 14 | 12.0% | 465 | 65.4% | 233 | 52.4% | 712 | 55.9% |
| Public In-State Schools Only Transfers | | 0 | ---- | 130 | 28.0% | 23 | 9.9% | 153 | 21.5% |
| All Cooperating Schools Transfers | | 0 | ---- | 163 | 35.1% | 35 | 15.0% | 198 | 27.8% |
| Rend Lake | 52101 | 0 | | 583 | | 388 | | 971 | |
| Earned 12+ Hours | | 0 | ---- | 386 | 66.2% | 278 | 71.6% | 664 | 68.4% |
| Public In-State Schools Only Transfers | | 0 | ---- | 114 | 29.5% | 27 | 9.7% | 141 | 21.2% |
| All Cooperating Schools Transfers | | 0 | ---- | 114 | 29.5% | 27 | 9.7% | 141 | 21.2% |
| Richland | 53701 | 3 | | 581 | | 481 | | 1,065 | |
| Earned 12+ Hours | | 1 | 33.3% | 388 | 66.8% | 252 | 52.4% | 641 | 60.2% |
| Public In-State Schools Only Transfers | | 0 | ---- | 127 | 32.7% | 26 | 10.3% | 153 | 23.9% |
| All Cooperating Schools Transfers | | 0 | ---- | 127 | 32.7% | 26 | 10.3% | 153 | 23.9% |
| Rock Valley | 51101 | 1 | | 1,185 | | 438 | | 1,624 | |
| Earned 12+ Hours | | 0 | ---- | 795 | 67.1% | 222 | 50.7% | 1,017 | 62.6% |
| Public In-State Schools Only Transfers | | 0 | ---- | 229 | 28.8% | 18 | 8.1% | 247 | 24.3% |
| All Cooperating Schools Transfers | | 0 | ---- | 301 | 37.9% | 24 | 10.8% | 325 | 32.0% |
| Sandburg | 51801 | 0 | | 171 | | 153 | | 324 | |
| Earned 12+ Hours | | 0 | ---- | 126 | 73.7% | 127 | 83.0% | 253 | 78.1% |
| Public In-State Schools Only Transfers | | 0 | ---- | 34 | 27.0% | 11 | 8.7% | 45 | 17.8% |
| All Cooperating Schools Transfers | | 0 | ---- | 37 | 29.4% | 13 | 10.2% | 50 | 19.8% |

### *Illinois Community College Board*

### *Table E-3*

### *(Continued)*

### *FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE*

| Community College | General Assoc | | Bacc/Transfer | | Occupational | | GRAND TOTAL | |
|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Sauk Valley 50601 | 1 | | 467 | | 388 | | 856 | |
| Earned 12+ Hours | 1 | 100.0% | 349 | 74.7% | 297 | 76.5% | 647 | 75.6% |
| Public In-State Schools Only Transfers | 0 | ---- | 89 | 25.5% | 14 | 4.7% | 103 | 15.9% |
| All Cooperating Schools Transfers | 0 | ---- | 97 | 27.8% | 15 | 5.1% | 112 | 17.3% |
| Shawnee 53101 | 0 | | 106 | | 166 | | 272 | |
| Earned 12+ Hours | 0 | ---- | 77 | 72.6% | 118 | 71.1% | 195 | 71.7% |
| Public In-State Schools Only Transfers | 0 | ---- | 24 | 31.2% | 17 | 14.4% | 41 | 21.0% |
| All Cooperating Schools Transfers | 0 | ---- | 24 | 31.2% | 17 | 14.4% | 41 | 21.0% |
| South Suburban 51001 | 0 | | 915 | | 891 | | 1,806 | |
| Earned 12+ Hours | 0 | ---- | 537 | 58.7% | 503 | 56.5% | 1,040 | 57.6% |
| Public In-State Schools Only Transfers | 0 | ---- | 135 | 25.1% | 77 | 15.3% | 212 | 20.4% |
| All Cooperating Schools Transfers | 0 | ---- | 179 | 33.3% | 85 | 16.9% | 264 | 25.4% |
| Southeastern 53301 | 0 | | 295 | | 405 | | 700 | |
| Earned 12+ Hours | 0 | ---- | 213 | 72.2% | 255 | 63.0% | 468 | 66.9% |
| Public In-State Schools Only Transfers | 0 | ---- | 72 | 33.8% | 11 | 4.3% | 83 | 17.7% |
| All Cooperating Schools Transfers | 0 | ---- | 72 | 33.8% | 12 | 4.7% | 84 | 17.9% |
| Spoon River 53401 | 6 | | 162 | | 162 | | 330 | |
| Earned 12+ Hours | 5 | 83.3% | 127 | 78.4% | 111 | 68.5% | 243 | 73.6% |
| Public In-State Schools Only Transfers | 1 | 20.0% | 40 | 31.5% | 10 | 9.0% | 51 | 21.0% |
| All Cooperating Schools Transfers | 1 | 20.0% | 40 | 31.5% | 10 | 9.0% | 51 | 21.0% |

### *Illinois Community College Board*

### *Table E-3*

### *(Continued)*

### *FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE*

| | General Assoc | | Bacc/Transfer | | Occupational | | GRAND TOTAL | |
|---|---|---|---|---|---|---|---|---|
| Community College | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| State Community College 60101 | 0 | | 115 | | 113 | | 228 | |
| Earned 12+ Hours | 0 | ---- | 83 | 72.2% | 82 | 72.6% | 165 | 72.4% |
| Public In-State Schools Only Transfers | 0 | ---- | 8 | 9.6% | 4 | 4.9% | 12 | 7.3% |
| All Cooperating Schools Transfers | 0 | ---- | 8 | 9.6% | 5 | 6.1% | 13 | 7.9% |
| Triton 50401 | 0 | | 1,993 | | 1,743 | | 3,736 | |
| Earned 12+ Hours | 0 | ---- | 1,368 | 68.6% | 1,027 | 58.9% | 2,395 | 64.1% |
| Public In-State Schools Only Transfers | 0 | ---- | 261 | 19.1% | 64 | 6.2% | 325 | 13.6% |
| All Cooperating Schools Transfers | 0 | ---- | 423 | 30.9% | 121 | 11.8% | 544 | 22.7% |
| Waubonsee 51601 | 9 | | 460 | | 577 | | 1,046 | |
| Earned 12+ Hours | 5 | 55.6% | 287 | 62.4% | 252 | 43.7% | 544 | 52.0% |
| Public In-State Schools Only Transfers | 1 | 20.0% | 79 | 27.5% | 28 | 11.1% | 108 | 19.9% |
| All Cooperating Schools Transfers | 2 | 40.0% | 97 | 33.8% | 41 | 16.3% | 140 | 25.7% |
| Wood 53901 | 0 | | 331 | | 231 | | 562 | |
| Earned 12+ Hours | 0 | ---- | 212 | 64.0% | 180 | 77.9% | 392 | 69.8% |
| Public In-State Schools Only Transfers | 0 | ---- | 39 | 18.4% | 3 | 1.7% | 42 | 10.7% |
| All Cooperating Schools Transfers | 0 | ---- | 39 | 18.4% | 3 | 1.7% | 42 | 10.7% |
| TOTAL | 2,078 | | 33,140 | | 26,126 | | 61,344 | |
| Earned 12+ Hours | 1,211 | 58.3% | 22,897 | 69.1% | 15,533 | 59.5% | 39,641 | 64.6% |
| Public In-State Schools Only Transfers | 203 | 16.8% | 6,220 | 27.2% | 1,538 | 9.9% | 7,961 | 20.1% |
| All Cooperating Schools Transfers | 262 | 21.6% | 7,705 | 33.7% | 2,011 | 12.9% | 9,978 | 25.2% |

SOURCE OF DATA: Shared Enrollment and Graduation File and ICCB Fall Enrollment File (E1)

## Appendix F

## AUXILIARY ENTERPRISE TABLES

*Illinois Community College Board*

*Table F-1*

### *AUXILIARY ENTERPRISE FUNDS*

| | FY 1990 | | Transfers | FY 1993 | | Transfers |
|---|---|---|---|---|---|---|
| District | Revenue | Expenditures | (+) In<br>(-) Out | Revenue | Expenditures | (+) In<br>(-) Out |
| 518 Sandburg | 615,740 | 613,263 | 0 | 844,954 | 747,545 | 0 |
| 531 Shawnee | 497,467 | 629,741 | 68,300 | 820,948 | 937,475 | 90,035 |
| 533 Southeastern | 371,829 | 334,726 | 0 | 497,741 | 461,947 | 0 |
| 534 Spoon River | 609,010 | 630,160 | 29,190 | 722,209 | 741,436 | 94,130 |
| 601 State Community Coll.* | 141,494 | 177,146 | 0 | DNA | DNA | DNA |
| 539 John Wood | 262,513 | 231,709 | 0 | 603,266 | 605,570 | 23,908 |
| GROUP 1 | 2,498,053 | 2,616,745 | 97,490 | 3,489,118 | 3,493,973 | 208,073 |
| 507 Danville | 598,537 | 587,145 | 0 | 787,165 | 698,986 | 0 |
| 519 Highland | 471,465 | 490,014 | 17,476 | 640,317 | 625,154 | 30,000 |
| 501 Kaskaskia | 904,508 | 845,298 | 0 | 1,233,294 | 1,171,078 | 0 |
| 523 Kishwaukee | 714,840 | 704,579 | 0 | 956,428 | 903,914 | (8,017) |
| 521 Rend Lake | 676,384 | 796,804 | 152,744 | 830,320 | 859,492 | (16,050) |
| 506 Sauk Valley** | 0 | 0 | 0 | 1,539,443 | 1,241,687 | 0 |
| GROUP 2 | 3,365,734 | 3,423,840 | 170,220 | 5,986,967 | 5,500,311 | 5,933 |
| 529 Illinois Eastern | 1,499,315 | 1,416,160 | 58,303 | 1,714,630 | 1,636,016 | 0 |
| 513 Illinois Valley | 1,356,855 | 1,520,086 | 114,123 | 1,427,868 | 1,595,473 | 192,828 |
| 520 Kankakee | 962,004 | 795,759 | 0 | 1,165,802 | 1,006,207 | (150,000) |
| 517 Lake Land | 471,799 | 541,300 | 108,208 | 616,503 | 753,025 | 200,388 |
| 536 Lewis & Clark | 236,735 | 255,611 | (21,340) | 430,231 | 313,959 | (46,101) |
| 530 Logan | 266,649 | 549,750 | 310,350 | 301,606 | 659,782 | 370,000 |
| 528 McHenry | 1,375,657 | 1,494,874 | 119,488 | 1,664,674 | 1,709,516 | 44,842 |
| GROUP 3 | 6,169,014 | 6,573,540 | 689,132 | 7,321,314 | 7,673,978 | 611,957 |
| 522 Belleville | 2,384,714 | 2,384,646 | 130,715 | 3,995,238 | 4,142,812 | 222,986 |
| 503 Black Hawk | 1,911,342 | 1,951,663 | 0 | 2,522,948 | 2,580,783 | 0 |
| 540 Heartland** | 0 | 0 | 0 | 0 | 0 | 0 |
| 514 Illinois Central | 3,799,320 | 3,741,274 | 0 | 4,819,919 | 4,647,830 | 0 |
| 526 Lincoln Land** | 0 | 0 | 0 | 2,394,972 | 2,602,716 | 109,039 |
| 505 Parkland | 1,368,162 | 1,440,437 | (5,596) | 2,277,218 | 2,257,282 | 30,000 |
| 537 Richland | 0 | 0 | 0 | 197,790 | 40,244 | (4,712) |
| 511 Rock Valley | 443,506 | 300,615 | 0 | 474,857 | 289,254 | 0 |
| GROUP 4 | 9,907,044 | 9,818,635 | 125,119 | 16,682,942 | 16,560,921 | 357,313 |
| 509 Elgin | 1,804,342 | 1,955,467 | 99,683 | 2,441,126 | 2,458,111 | 80,700 |
| 527 Morton | 588,543 | 546,517 | 0 | 736,971 | 698,414 | 0 |
| 515 Prairie State | 1,134,514 | 1,184,325 | 0 | 538,741 | 454,600 | (705,000) |
| 510 South Suburban | 1,520,395 | 1,717,349 | 0 | 2,171,492 | 2,719,250 | 155,494 |
| 516 Waubonsee | 1,185,562 | 1,249,569 | (62,000) | 2,202,186 | 1,858,424 | (325,909) |
| GROUP 5 | 6,233,356 | 6,653,227 | 37,683 | 8,090,516 | 8,188,799 | (794,715) |
| 508 Chicago | 0 | 0 | 0 | 0 | 0 | 0 |
| GROUP 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 502 DuPage | 3,932,621 | 3,554,272 | (165,886) | 4,902,381 | 4,605,098 | (42,581) |
| 512 Harper | 5,417,836 | 5,153,635 | 210,920 | 7,061,413 | 7,126,399 | (187,735) |
| 525 Joliet | 2,457,391 | 2,580,365 | 287,858 | 3,321,892 | 3,659,966 | 366,733 |
| 532 Lake County | 3,128,558 | 3,001,442 | 0 | 3,560,068 | 3,839,180 | 0 |
| 524 Moraine Valley | 3,705,602 | 3,372,731 | (34,055) | 7,995,866 | 7,558,272 | 0 |
| 535 Oakton | 4,116,188 | 3,751,016 | 0 | 5,406,685 | 5,285,795 | 0 |
| 504 Triton | 3,898,208 | 4,105,392 | 304,113 | 3,773,434 | 3,838,610 | (42,023) |
| GROUP 7 | 26,656,404 | 25,518,853 | 602,950 | 36,021,739 | 35,913,320 | 94,394 |
| STATE TOTALS | $54,829,605 | $54,604,840 | $1,722,594 | $77,592,596 | $77,331,302 | $482,955 |

SOURCE: College Annual Audit Reports
* State Comm. College FY 1993 Audit Report is not available
**Past year's data not available

### Illinois Community College Board

### Table F-2

### Auxiliary Enterprise Funds Types of Activities

| | Did Not Specify | Food Service/ Cafeteria | Bookstore | Athletics | Student Clubs/ Activities | Child Care | Misc / Other/ | Computer Services | Pro-duction Services | Fitness/ Phys Ed Facilities | Auto Services | Facilities Rental | Farming/ Horticulture/ | Newspaper/ Video/ Radio | Insurance | Parking/ Parking Fines | Community Services | Cosme-tology | No Aux |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BELLEVILLE | | 1 | 1 | | | | 1 | | | | | 1 | | | | | | | |
| BLACK HAWK | 1 | | | | | | | | | | | | | | | | | | |
| CHICAGO | | | | | | | | | | | | | | | | | | | 1 |
| DANVILLE | | | 1 | | | 1 | | | | | | | | | | | | | |
| DUPAGE | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | |
| ELGIN | | 1 | 1 | | | 1 | | | | | | | | | | | 1 | | |
| HARPER | | 1 | 1 | | | | 1 | | | | | | | | | | | | |
| HEARTLAND | | | | | | | | | | | | | | | | | | | 1 |
| HIGHLAND | | | 1 | 1 | | | 1 | | | | | | | | | | | | |
| ILLINOIS CENTRAL | 1 | | | | | | | | | | | | | | | | | | |
| ILLINOIS EASTERN | | 1 | 1 | | | | 1 | | | | | | | | | | | | |
| ILLINOIS VALLEY | | | 1 | 1 | 1 | | 1 | 1 | 1 | | | | 1 | | | | 1 | | |
| JOLIET | | 1 | 1 | | | 1 | | | | | | 1 | 1 | | | | | | |
| KANKAKEE | | | 1 | 1 | 1 | 1 | 1 | | | | | | | | | | | | |
| KASKASKIA | | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | | | | | |
| KISHWAUKEE | | | 1 | | 1 | 1 | | | | 1 | | | | | | | | | |
| LAKE COUNTY | 1 | | | | | | | | | | | | | | | | | | |
| LAKE LAND | | | 1 | 1 | | 1 | 1 | | 1 | | | | 1 | | | | | | |
| LEWIS & CLARK | | 1 | 1 | 1 | 1 | | | | 1 | | | 1 | | | | | | | |
| LINCOLN LAND | | 1 | 1 | | 1 | 1 | 1 | | | | | | | | | | 1 | | |
| LOGAN | | 1 | 1 | 1 | | 1 | | | 1 | | 1 | | | 1 | | 1 | | 1 | |
| MC HENRY | | 1 | 1 | | 1 | 1 | | | | | | 1 | | | | | | | |
| MORAINE VALLEY | | | 1 | | | | | | | | | 1 | | | | | 1 | | |
| MORTON | | | 1 | | | | 1 | | | | | | | | | | | | |
| OAKTON | | | 1 | | | | 1 | 1 | | | | 1 | | | | | 1 | | |
| PARKLAND | | | 1 | | 1 | 1 | | | 1 | | | | | | | | | | |
| PRAIRIE STATE | | 1 | 1 | | | 1 | | | | | | | | | | | 1 | | |
| REND LAKE | | | 1 | 1 | | | | | 1 | | | | 1 | | | | | | |
| RICHLAND | 1 | | | | | | | | | | | | | | | | | | |
| ROCK VALLEY | | 1 | 1 | 1 | 1 | | 1 | | | | | 1 | | | | | | | |
| SANDBURG | | 1 | 1 | 1 | 1 | 1 | | | | | | | | | 1 | | 1 | 1 | |
| SAUK VALLEY | | | 1 | | 1 | 1 | 1 | | | | | | | | 1 | 1 | | | |
| SCC | | | | | | | | | | | | | | | | | | | |
| SHAWNEE | 1 | | | | | | | | | | | | | | | | | | |
| SOUTH SUBURBAN | | 1 | 1 | | | 1 | | | 1 | 1 | | | | | | | 1 | | |
| SOUTHEASTERN | | | 1 | | | | 1 | | | | | | | | | | | | |
| SPOON RIVER | | 1 | 1 | 1 | | | 1 | | 1 | | 1 | | 1 | | | | | | |
| TRITON | | 1 | 1 | | | 1 | 1 | | | 1 | | 1 | 1 | 1 | | | | | |
| WAUBONSEE | | | 1 | | | 1 | 1 | 1 | | | 1 | | | | | | | | |
| WOOD | | | 1 | 1 | | 1 | | | | | | | | | | | | | |
| | 5 | 17 | 32 | 13 | 12 | 19 | 18 | 4 | 9 | 4 | 4 | 9 | 7 | 3 | 2 | 2 | 8 | 2 | 2 |

SOURCE: College Fiscal Year 1993 Audit Reports
* State Comm. College FY 1993 Audit Report is not available

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